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ABSTRACT

This final report presents the results of a survey conducted during 1989-90 which investigated the preservation needs of Florida's academic and public libraries. Data were collected via mail questionnaires sent to 516 libraries and a series of follow-up visits to 22 of the 374 libraries (72.5%) which responded to the survey. Information elicited by the questionnaire included: (1) library use of bindery services; (2) procedures and supplies used to repair books and paper; (3) the age and acidity of collections; (4) procedures for treating or replacing brittle materials and preservation microfilming; (5) whether personnel had any preservation training; (6) how libraries are prepared or are preparing for preservation problems; (7) actions that have been taken to conserve collections; and (8) library perceptions about the nature and extent of preservation problems in their collections and areas. Twelve charts identify the organizations sponsoring workshops; kinds of tape used for book repairs; the part of the collection published after 1850; how many libraries had had a preservation survey since 1984; how many had conducted preservation plans and surveys; what the libraries considered to be the most important part of their collections and some of their most serious preservation problems; steps that have been taken to prolong material life; frequency of environmental monitoring; problems that cannot be met by libraries; the libraries' most importance services; and areas that are short of funds. Following an analysis of the results, strategies for creating preservation programs to assist libraries that cannot adequately maintain or preserve their own collections are presented. Appended materials include the survey instrument, cover and follow-up letters; county and library system codes; a list of the libraries that had follow-up site visits; and 77 tables displaying the results of analyses of the data for individual questions. (MAB)

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INTRODUCTION

This is a summary of the final report of a 1989-90 investigation conducted by John N. DePew, a faculty member of the Florida State University School of Library and Information Studies, of the preservation needs of Florida's academic and public libraries. Funds for conducting the research were provided through an LSCA Title III grant from the Division of Library and Information Services of the Florida Department of State.

The study investigates the conservation and preservation needs of Florida libraries and suggests strategies for creating preservation programs to assist libraries that cannot adequately maintain or preserve their own collections. The data gathered provides information for a state plan to develop local, regional and/or state-wide programs which will address the conservation and preservation of library materials.

An Advisory Committee, consisting of five academic and public librarians and a preservation consultant, reviewed the progress of the study and made recommendations concerning the methodology and the analysis of the data.

METHODOLOGY

Information was gathered through a combination of a mail survey of 516 academic and public libraries in the state, including their branches, and a series of 22 follow-up visits to selected responding libraries. The questionnaire, which was pre-tested by five libraries not in the study, was designed to elicit information about collection maintenance problems, preservation activities, staff conservation and/or preservation expertise and training, the ability to handle problems in-house, and receptiveness to working with other libraries or providing preservation equipment and/or facilities (if available) to other libraries. A total of 374 libraries (72.5 percent) returned the questionnaire. The libraries visited were selected if (1) they were a large system library that appeared to have preservation problems, (2) their questionnaires indicated preservation problems or, (3) in the opinion of the project director they might have special preservation problems.

ANALYSIS

Sixty-one percent of the responding libraries use a commercial library binder, although many of the binderies used are not members of the Library Binding Institute (LBI) and do not follow the LBI standards. Some libraries reported that as much as 90 percent of their collections have binding problems. Unfortunately, many staff members are not familiar with and cannot recognize whether a binder is conforming to the LBI standards. Almost every library visited complained about the bindings on new books falling apart after a very few circulations, and in many cases, after being used only once or twice.

Almost all of the responding libraries do some mending. Far fewer make acid-free folders, boxes or other protective enclosures, remove rusted or damaged fasteners, encapsulate fragile items, treat or protect acidic paper, transfer photographs to non-acidic enclosures, or dry clean documents. Seventeen libraries are laminating their archives and/or manuscript. This is unfortunate because lamination damages materials and should not be done at all. Many libraries continue to use pressure sensitive transparent tapes for repairing materials. Only ten libraries check for pH levels and less than 16 percent have a procedure for identifying brittle materials. Ten libraries encapsulate brittle documents. Slightly more than one third of the respondents indicated that they purchased supplies from vendors commonly used by conservators.

Fifty-nine percent of the personnel from responding libraries have either not had any training in preservation, or the respondents did not know if they had had such training. Library staff get most of their training for repair work from other staff members or in workshops. If in-house staff training, do-it-yourself, and learning from manuals are combined, 71 percent of staff training is accomplished without consulting personnel outside the library. Since only 36 percent of all responding libraries indicated that staff had any preservation training, and only seven percent had courses lasting more than three days, it appears that much of the training received by staff may be out-of-date and/or of questionable quality. This probably accounts for the inability of many libraries to detect problems with binding and repair of materials.

As expected, the collections of the great majority of libraries in Florida were published after the mid-1800's. Therefore, the bulk of these collections should exhibit some degree of acidity or brittleness. Very few libraries, however, have procedures for identifying brittle books. Reference materials and Florida history are the most important parts of collections, followed by "books" and "serials."

Thirty-eight libraries microfilmed materials within the last three years. Most used a vendor to do their microfilming, but 14 do the filming in-house. Unfortunately, 63 percent of the respondents did not know if the vendors were microfilming according to any one of four sets of standards or recommendations. Only ten of 35 responding libraries could definitely say that their microform masters were stored off-site. Four libraries will microfilm materials for other offices, collections, or the public. Three libraries have grants from the National Endowment for the Humanities for preservation microfilming.

Very few libraries have contracts or written procedures for preservation services, reformatting in microfilm, or replacement of deteriorating materials. Ninety-six libraries have disaster plans, and an additional 93 are working on them. Only 11 libraries have written plans for preservation, although 30 more are in the process of writing them, which is somewhat encouraging.

Environmental control is the biggest preservation problem, and almost one quarter of the responding libraries are attempting to improve environmental conditions. Libraries complained about the aging of collections, binding, and mending problems. Many books are not getting the attention they need because of under-funding. Housing and storage, mold and mildew are also serious concerns.

The most important preservation priorities, regardless of cost, are disaster assistance, workshops, consulting, and training materials. Free or purchased, there are enough libraries expressing interest in these areas to warrant consideration for developing state or regional programs to support them.

Only one library created a preservation department and staffed it with competent personnel. Sixty-two libraries have equipment ranging from laminators to freezers. Twelve libraries indicated they would allow other libraries access to their equipment. Eighty-two libraries indicated they needed such access.

OPTIONS FOR MEETING FLORIDA'S PRESERVATION NEEDS

The primary preservation need to be met in Florida is that of educating the library profession about the principles of preservation. Another important need is to provide expertise, equipment, and supplies to meet the conservation treatment and reformatting requirements which individual libraries in the state have demonstrated they cannot handle themselves. Leadership must be provided to marshal support from local, state, and federal governments, and the lay community, to supply funds to train staff, coordinate preservation efforts, and supply facilities, equipment and materials to properly treat deteriorating archives, books, and documents.

Action to be Taken Immediately

A series of conservation and preservation workshops throughout the state should be implemented in the very near future. The Florida Library Association should be encouraged to establish a Preservation Committee, and the FLA Preservation Caucus should be supported. A preservation publicity program should be established to alert professionals and laypersons about the preservation problem in Florida.

Long-Term Strategies

A proposal should be submitted to the National Endowment for the Humanities (or some other appropriate agency) for a planning grant for the development of statewide preservation education and support programs. These programs could be accomplished through the establishment of a Center for the Preservation of Library and Archival Materials. Such a grant should be used to explore the feasibility of such a center and

--target unique Florida research collections and identify general "research" collections in order to quantify and prioritizing treatment needs;

--develop a plan to facilitate coordinated collection development paralleling concomitant preservation initiatives;

--gather data on the preservation needs of archives, historical societies, and state and local government archival repositories;

--create an advisory committee of key decision-makers from the library and archival communities;

--generate strategies for funding;

--develop detailed plans, programs, and strategies for continuing preservation education;

--investigate the preservation role of consortia and cooperative groups in the state; and

--explore the role of SUS, the community college system, the State Department of Education, and other agencies in supporting preservation activities.

The state does not need a full service conservation and preservation support facility comparable to the Northeast Document Conservation Center. Instead, the grant should also be used to investigate the expansion of the conservation facilities administered by the Division of Library and Information Services and the State University System.

CONCLUSION

It is imperative that the Division of Library and Information

Services continue its initiative in preservation planning and aggressively lead the library and archival community in supporting the development of preservation programs to meet the needs revealed by this study. The Division is the logical source of preservation leadership in Florida. It alone has the statewide visibility and authority to successfully promote coordinated, focused, and continuing preservation programs among libraries, library organizations, and consortia. Without its leadership, current momentum will be lost and resources wasted.

Time is running out. If steps are not taken within the next few years to preserve the books, documents, and media-based materials Florida's citizens need to make informed decisions and further their pursuit of knowledge, it will be too late.

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Appendix G was not included in the copy received by ERIC.

PREFACE

This is the final report of an investigation conducted during 1989-1990 of the preservation needs of Florida's academic and public libraries. Strategies for meeting the needs are included as options at the end of the report. Funds for conducting the research were provided through an LSCA Title III grant from the Division of Library and Information Services of the Florida Department of State.

A questionnaire was sent to most of the academic and public libraries during the fall of 1989. The questionnaire was accompanied by a letter which stated, among other things, that the respondent could "be assured of the confidentiality of your response; your library will not be identified by name without your permission." (see Appendix C of the report). Therefore, in most cases, specific libraries were not named in the text of this report. The identification of libraries answering several of the questions, however, would be helpful to decision-makers in forming plans and policies for future action. Those questions and the libraries answering them are listed in Appendix G which is bound separately.

Since several of the libraries listed in Appendix G belong to private academic institutions, distribution of Appendix G should be limited to offices within the Division of Library and Information Services, and the appropriate offices in the federal government, until such time as permission for its wider release is received from the respondents.

The project director wishes to thank Mary Platt, Janette Hill, and Beth Harden, graduate assistants at the Florida State University School of Library and Information Studies, for their able and dedicated assistance in preparing this report.

EXECUTIVE SUMMARY

This study investigates the conservation and preservation needs of Florida libraries and suggests strategies for creating preservation programs to assist libraries that cannot adequately maintain or preserve their own collections. The data gathered provides information for a state plan to develop local, regional and/or state-wide programs which will address the conservation and preservation of library materials.

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It is imperative that the Division of Library and Information Services continue its initiative in preservation planning and aggressively lead the library and archival community in supporting the development of preservation programs to meet the needs revealed by this study. The Division is the logical source of preservation leadership in Florida. It alone has the statewide visibility and authority to successfully promote coordinated, focused, and continuing preservation programs among libraries, library organizations, and consortia. Without its leadership, current momentum will be lost and resources wasted.

Time is running out. If steps are not taken within the next few years to preserve the books, documents, and media-based materials Florida's citizens need to make informed decisions and further their pursuit of knowledge, it will be too late.

I. BACKGROUND

This investigation supplies information concerning library conservation and preservation* needs that cannot be provided by individual libraries. Academic and public libraries in Florida have irreplaceable materials in their collections that are deteriorating rapidly and must be protected and preserved. These materials include historical and cultural resources important to the citizens of Florida. Such resources enable researchers who use them to study the State's past and to understand present conditions and trends in Florida, the region and the nation. Their preservation will help the Legislature and other governmental bodies develop legislative programs for Florida's future. Public confidence that valuable documents are being protected and preserved in good condition will attract additional materials and enhance collections. The costs of preserving these unique materials in accordance with good conservation practice are usually much too high, however, to be borne by any one library or agency. This study quantifies the magnitude of the preservation problem and suggests options that could be implemented to enable local, regional or state-wide treatment programs to be created.

The goals of the study are in support of the following sub-goals in the FLORIDA LONG-RANGE PROGRAM FOR LIBRARY SERVICE[1]

> --SUBGOAL 2.0, "The development of cooperative systems aimed at efficiently providing a full range of library services;"
>
> --SUBGOAL 10.0, "The development within state institutions and public libraries of a variety of operational formats designed to maximize achievement of public and institutional library goals and objectives;"
>
> --Objective 15.1 of SUBGOAL 15.0, "To extend and improve library services through the use of available technology" of the PROSPECTUS in the FLORIDA LONG-RANGE PROGRAM FOR LIBRARY SERVICE.[2]

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*The terms conservation and preservation are not synonymous. For the purposes of *this study*, conservation is defined as those activities necessary to physically repair, recondition, or restore books and documents, etc. Preservation is defined as those non-bench work activities associated with maintaining library and archival materials for use, i.e., the research, education, and consulting necessary to insure that problems are correctly identified, research conducted, personnel trained, and remedial activities implemented, etc. to correct collection deterioration problems.

Study goals also support

--Immediate Objective 2.113 of SECTION X, STATEWIDE PUBLIC LIBRARY SYSTEMS DEVELOPMENT of the FLORIDA LONG-RANGE PROGRAM..., which states: "To develop the full potential of existing systems through better technology and more efficient management procedures;"[3]

--SECTION XXII, TITLE III, INTERLIBRARY COOPERATION AND RESOURCE SHARING, SUBGOAL 14.0, which states that such a LSCA funded project will contribute to: "The systematic and effective coordination of the total information, bibliographic and materials resources of libraries of all types within the state;"[4]

--Intermediate Objective 14.51, which states: "To identify means which will be required to provide user access to library resources, including collection development and maintenance";[5]

--Intermediate Objective (Preservation and conservation) 14.52, which states: "To maintain collections of materials of continuing value in a condition which will assure their availability and usefulness";[6] and

--Immediate Objective 14.521, "To develop plans for the preservation and conservation of materials... A survey will be implemented to determine the preservation needs of Florida Libraries [in] 1989 and continuing[.]"[7]

II. OBJECTIVES

The first objective of this study was to identify the preservation needs of individual academic and public libraries in Florida.

The second objective was to determine the extent to which these institutions can meet their preservation needs.

The third, was to provide an inventory of services necessary to support adequate preservation activities.

Fourth, the study suggests a list of options to meet conservation and preservation requirements.

The inventory of needs and the options are intended to provide a foundation for a state plan designed to systematically develop local, regional and/or state-wide programs which will address the conservation and preservation of library materials and historical records on a comprehensive and cost-effective basis.

III. NEEDS ASSESSMENT

Florida has not previously conducted a conservation needs survey of its library materials and historical records. Other states, notably New Jersey and New York, have extensively investigated the condition of their library and historical collections and discovered what the Library of Congress and many research libraries have known for years, i.e., these records are deteriorating at an alarming rate and will virtually self-destruct within a few decades:

> The scope of the preservation problem boggles the mind. In the late 1950's, William J. Barrow, a leading researcher in the field, conducted accelerated aging tests on a sample of nonfiction works published in the United States between 1900 and 1939. His results indicated that 90 percent of these would be too fragile for circulation by the year 2000.[8]

A preservation administrator, Robert Parliament, formerly at Princeton, was quoted as saying:

> ... we know from studies at Yale, [Princeton], and at Stanford that at least 40 percent of their collections currently need aid, and you can apply that statistic to other organizations; it holds up reasonably well.[9]

Most of the problems Barrow and Parliament refer to concern books and papers published from the middle of the 19th century up through the 1970's, in other words, the materials which make up the vast majority of the collections in Florida's libraries. Since one must assume that the state's libraries contain many acidic materials, and because the state's hot and humid climate only exacerbates their vulnerability, it is reasonable to believe that library and historical collections in Florida are at least as seriously deteriorated as those described by these two experts.

Other agencies in the state have discussed the possibility of establishing conservation programs. In order to avoid creating competing and redundant programs, and in the spirit of the Florida State Plan[10] and the Division of Library and Information Services' Long Range Plan, it is advisable to coordinate state programs for the conservation of materials and conserve limited resources.

An Advisory Committee made up of librarians from academic and public libraries around the state was appointed by the Division of Library and Information Services to make recommendations at appropriate times during the course of the study. The committee members were

Marty Onieal	Assistant Director for Collection Management, Broward County Division of Libraries
Marie Dunagan	South Campus Librarian, Florida Community College at Jacksonville
Carla Kemp	Coordinator of Technical Services, Department of Special Collections, University of Florida Libraries
P. Grady Morein	Director, University of West Florida Library
Ann Williams	Director, Alachua County Library District

A preservation consultant, Lisa L. Fox, Program Development Officer for Preservation at the Southeastern Library Network, Inc. (SOLINET) was also engaged for advise and guidance. The Division of Library and Information Services liaisons were Linda Fuchs, Chief of the Bureau of Interlibrary Cooperation and Lorraine D. Summers, the Division Assistant Director.

III.A. Methodology

The study was conducted through the combination of a mail survey to most of the academic and public libraries in the state, including their branches, and a series of follow-up visits to selected responding libraries.

III.A.1. Survey

The Dillman "total design method" (TDM) was the model for the instrument preparation and mailing procedure. TDM rests on both a theory of response behavior and an administrative plan to direct its implementation.[11] Dillman claims that a "response rate of nearly 75 percent can be attained consistently in mail surveys of the general public and that even higher response rates are probable in surveys of more specialized populations."[12] The overall response rate was 72.5 percent for this survey, but when broken down by type of library and systems, the rate ranged from 71.9 percent to 100 percent (see the questionnaire response table on page 6). Dillman's chapters three and four on question writing and mail questionnaire construction guidelines were closely followed in the design of the survey instrument.[13]

The questionnaire addressed eight areas: bindery services, repair of library materials, disposition decisions, preservation training, preservation services and needs, preservation services desired, preservation support, and general information. The areas were designed to elicit information about collection maintenance problems, preservation activities, staff conservation and/or preservation expertise and training, ability to handle problems in-house, and receptiveness to working with other libraries or providing preservation equipment and/or facilities (if available) to other libraries.

The questionnaire and its cover letter were reviewed by the consultant, the Division liaisons, and the Advisory Committee at a meeting of the committee at the State Library on August 17, 1989. A revised version of the questionnaire and cover letter were pre-tested on August 21 by sending them to five libraries in the southeast: the R.M. Cooper Library at Clemson University; the Roddenbery Memorial Library in Cairo, Georgia; the Atlanta-Fulton Public Library; the Dalton Regional Library in Dalton, Georgia; and the Alderman Library at the University of Virginia (see Appendix A). After incorporating suggestions as a result of the pretest, the final draft of the questionnaire was sent to the printer in early September 1989.

All of the 516 academic and public libraries listed in the 1989 Florida Library Directory with Statistics,[14] including the Division of Library and Information Services, were mailed the questionnaire. The list included very small libraries which had limited service and no full-time professional librarian, and all branches or affiliates of academic library and public library systems, as well as large academic and public libraries. Input was sought from all libraries, large and small, in order to have as clear a picture as possible of their preservation awareness, competence, and needs.

Although instrument design was very important in attaining a high survey response rate, the most critical processes in achieving a high return were the procedures followed in administering the survey. Dillman describes in detail the composition of the cover letter, the selection of the mail-out date, and the content, format and mechanics of the follow-up mailings.[15] Most of his recommendations were followed very closely.

The first mailing of the 24 page, 84 question instrument was sent on September 20 to the 516 population members described above. A follow-up postcard was sent to 448 libraries on September 27, one week after the questionnaire was posted (68 libraries had already responded by that date). A reminder letter with a copy of the questionnaire was sent on October 16-17, three and one half weeks after the first questionnaire was mailed. The reminder letter was sent to 298 libraries because 218 responses had been received by the time of the second follow-up. Virtually all but the smallest libraries had either returned the questionnaire or had promised to do so by November 3rd in response to telephone communications from the project director. Dillman recommends a third follow-up seven weeks after the initial mailing, but since a response rate of 69 percent had been achieved by then, it was felt that it would not be productive to send another letter. The last questionnaire was returned on January 17, 1990, for a total of 374 responses or 72.5 percent (see the following table). A list of the libraries responding are in Appendix B. Examples of the questionnaire, cover letter, follow-up postcard, and follow-up letter are in Appendix C.

Questionnaire Response

	Number	Responses	%
Total questionnaires sent	516	374	72.5
Public library systems	74	73	98.6
Independent public libraries	71	57	80.3
Universities (SUS)	9	9	100.0
Private academic institutions	32	23	71.9
Community college libraries	28	27	96.4

Note: The number of libraries from each category of library in this table do not total 516 because all the branches of system libraries such as the Miami-Dade Public Library or the University of Florida Libraries are counted as one library. For example, according to the 1989 Florida Library Directory with Statistics, the University of Florida has 19 libraries. In this table all those libraries are counted as being from one institution, i.e., the University of Florida. The response column was tabulated in the same way.

III.A.2. Computer Software

The Survey System, version 4.0, by Creative Research Systems, and a Leading Edge Model D IBM PC-XT compatible computer were used to analyze the data. The Survey System is an "easy-to-use package [that] helps you enter, check, process and present survey research results. Information can be gathered, calculated and reported by utilizing simple menus."[16]

All of the data from the returns were entered into the System just as it was arranged on the hard copy of the original questionnaire. Questions 1-80, 82, and three additional items of information (comments, county codes, and library system codes) were tabulated using the system. See Appendix D for the county and library system codes. Questions 81, 83, and 84 were not entered because of memory size limitations on 5¼ inch floppy disks and because those questions were not considered critical to data manipulation. The memory size limitation was overcome later in the study with the use of IBM AT compatible microcomputer equipment. Unfortunately, however, most of the data had already been entered by that time. In all, 81 questions from the survey instrument, plus the three added later, were converted into 230 tables in the Survey System database. The 230 tables translated into a total of 311 possible forced responses for questions requiring a numeric answer (e.g., 1 = yes, 2 = no) and 2088 columns (spaces) for questions requiring a textual answer. This resulted in a total of 2399 possible answers to the questions on each instrument for a total of 897,226 data (i.e., 2399 x 374 returned questionnaires) if each questionnaire were completely and fully answered, which, of course, they were not.

The Survey System was used as the analysis program because of its strength in analyzing descriptive statistics and its ability to manipulate both numeric and textual data. Unfortunately, it was discovered too late, i.e., after the data had been entered, that the package works best if it is used to help develop the survey instrument. This limitation made it more difficult to analyze textually based answers. Technical support from Creative Research Systems was unsatisfactory, and it was difficult to communicate with the company. Survey System has other drawbacks; for example, it is cumbersome and time-consuming to identify small subsets of the population for cross-correlation purposes. Nevertheless, the System can rapidly develop tables, charts, and various sets of statistical information.

III.B. Site Visits

During the fall of 1989 and the spring and summer of 1990, the project director visited 22 libraries for the purpose of expanding his knowledge of their preservation problems and to ascertain first hand from librarians their perceptions of how these problems could be solved. The libraries visited were selected if (1) they were a large system library that appeared to have preservation problems, (2) their questionnaires indicated preservation problems or, (3) in the opinion of the project director, they might have special preservation problems. The libraries visited are listed in Appendix E.

IV. ANALYSIS

IV.A. Bindery Services

Part I of the survey enquired about bindery services. Four questions asked if a library used a commercial library binder; and if so, which bindery was used, what services the bindery provided, and how did the library solve complex binding problems. Tables 1 through 3 illustrate the responses to the questions.

Sixty-one percent (211) of all responding libraries do use a commercial library binder. This figure is lower than anticipated and reflects one of the serious problems libraries are having in maintaining collections. Although many libraries do use a commercial library bindery, they are evidently not aware of the Library Binding Institute Standard for Library Binding[17] or of some of the most recent accepted methods of leaf attachment; nor do their binders use the accepted methods.* This was confirmed during visits to several libraries and by examining examples of volumes that had been bound. Many of the binderies used by Florida libraries are not certified members of the Library Binding Institute and do not follow the recommendations in the standards. This fact was obvious after examining examples of commercial library binding in the libraries visited. For example, cover board weights were often too light for the size of the book to be protected, signatures were sewn through the side instead of through the fold or double-fan adhesive bound (if appropriate), as recommended by LBI. Side sewing significantly limits the openability of the book and increases the likelihood of damage to the pages when the book is copied xerographically. LBI member binderies used by respondents are:

American Companies-East, Colonial Heights, VA
Bound To Stay Bound Books, Inc., Jacksonville, IL
General Bookbinding Company/ICI, Chesterland, OH
The Heckman Bindery, Inc., North Manchester, IN
Hertzberg-New Method, Inc., Jacksonville, IL**
National Library Bindery Company of Georgia, Inc., Roswell, GA
Ruzicka Library Bindery Company/ICI, Greensboro, NC

These LBI binderies are used by large and small libraries all over the state and are able to deliver their product to areas as far south as Miami and Fort Myers, as well as to libraries in the northern tier of counties. Many of them perform a variety of preservation procedures in addition to traditional library binding and could be consulted for recasing, box making, encapsulation, and a few, for deacidification.

During the follow-up visits, almost every library complained about the poor quality of publishers' bindings on new hardbound and paperbound books. Many librarians stated that sections of the text block fall out after a few circulations, and a few books could not be circulated even once before falling apart.

One of the goals of the survey was to identify libraries and/or persons whom other librarians turn to for information about preservation problems, specifically binding problems, in this case. Question four was designed to provide the names of such institutions and persons, among other things. Although it may seem odd, most of the surveyed libraries (289) consult with another library when they have a binding problem. This is to be expected, however, since the majority of these libraries are either branches or part of a library system. The data reveals that most branch libraries consult the main library; system libraries consult system headquarters, and local libraries consult a nearby larger library. Binders are consulted in 18 percent of the cases, followed by conferring with the Library of Congress, consulting a publication, calling SOLINET or the State Library, or simply falling back on the librarians' own expertise. Two percent of the libraries did nothing. No library appeared to have more expertise than any other. The staff of the State Library, Miami-Dade Public Library, the University of Florida, and the University of West Florida, however, were mentioned as sources of binding information. Publications consulted were The Abbey Newsletter,[18] binding manuals, and textbooks. Only 21 respondents answered that part of the question. Many libraries commented that they never have any library binding problems, an observation difficult to accept in light of the quality of the binding they are accepting.

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*Binders do follow the standards if they are members of the Library Binding Institute.

**Follows the standard for pre-bound books only.

IV.B. Repair of Library Materials

Procedures and supplies used to repair books and paper are probably the most reliable indicators of good or bad preservation techniques. Almost 96 percent of the responding libraries do some mending of books, and 58.8 percent mend paper. Far fewer make acid-free folders, boxes, or other protective enclosures; remove rusted or damaged fasteners; encapsulate fragile items; treat or protect acidic paper; transfer photographs to non-acidic enclosures; dry clean documents, or test for pH levels and the nature of inks. The average public library would not be expected to do most of these procedures unless it has collections or materials requiring such treatment. Yet it is disturbing that very few libraries even check to determine if such treatment is needed. Only ten surveyed institutions check for pH levels, and less than 16 percent have a procedure for identifying brittle materials (question 17). The types of procedures described as "other" dealt with binding and repairing books and salvaging water damaged materials (see Table 5).

In most cases a librarian decides the type of repair to be made. Repair decisions are made primarily in technical services, branch libraries or in circulation departments. See Tables 6-1 and 6-2 for a breakdown of personnel and departments.

Question seven asked where a library purchased conservation and/or book and paper repair supplies. Sources of supplies are indicators of whether a library is following good preservation practices. A few vendors do carry archivally sound repair supplies, and the products they handle can usually be relied upon as adequate for preservation purposes. Slightly more than one third (114) of the respondents indicated that they purchased supplies from vendors commonly used by conservators and others in the preservation field. Those vendors have an asterisk by their names in Table 7. A library using such vendors is probably purchasing materials that will not damage the item being repaired. The other vendors listed in the question also carry materials that can be used for preservation purposes, but their primary lines are not in the area of preservation. The 60 other sources of supplies in Table 7 were the main library or headquarters library, or local stores.

Library staff get most of their training for repair work from other staff members, on-the-job, or from workshops (see Table 8). If in-house staff training, do-it-yourself, and learning from manuals are combined, 72 percent of staff training is accomplished without consulting personnel outside the library. Since only 36 percent of all responding libraries indicated that staff had any preservation training, and only 7 percent had courses lasting more than three days, it appears that much of the training received by staff may be out-of-date and/or of questionable quality (see Tables 33, 34, and 35 for additional information on preservation education). This situation probably accounts for the inability of many libraries to detect problems with binding and repair of materials. With the exception of four libraries, all the libraries named as other sources of training in question 8 were other units in the same system as the responding library. The exceptions were the Clearwater Public Library; Lehigh Acres Public Library; North Miami Beach Public Library; and the Rollins College Library, which provided training assistance to libraries nearby.

Workshops were quite often in-house affairs, especially when held by public libraries. Almost 30 percent of such activities were initiated by public libraries. Academic libraries preferred using the services of SOLINET and other agencies, such as the Florida Library Association, the Tampa Bay Library Consortia, Florida State University, and the State Library. Six percent of the workshops were organized by vendors. See Table 9 and the following chart for details of workshop sponsoring organizations.

Preservationists have long advised against the use of transparent pressure sensitive tape in the repair of library materials.[19] Librarians coming into the field in the 1980's and 90's, and those who have attended preservation workshops, should be aware of the problems of such tape and avoid using it. Books used by the general public and that are not intrinsically valuable, however, can be repaired with tapes that are archivally sound. Archival Aids Document Repair Tape™ and Filmoplast™ are two

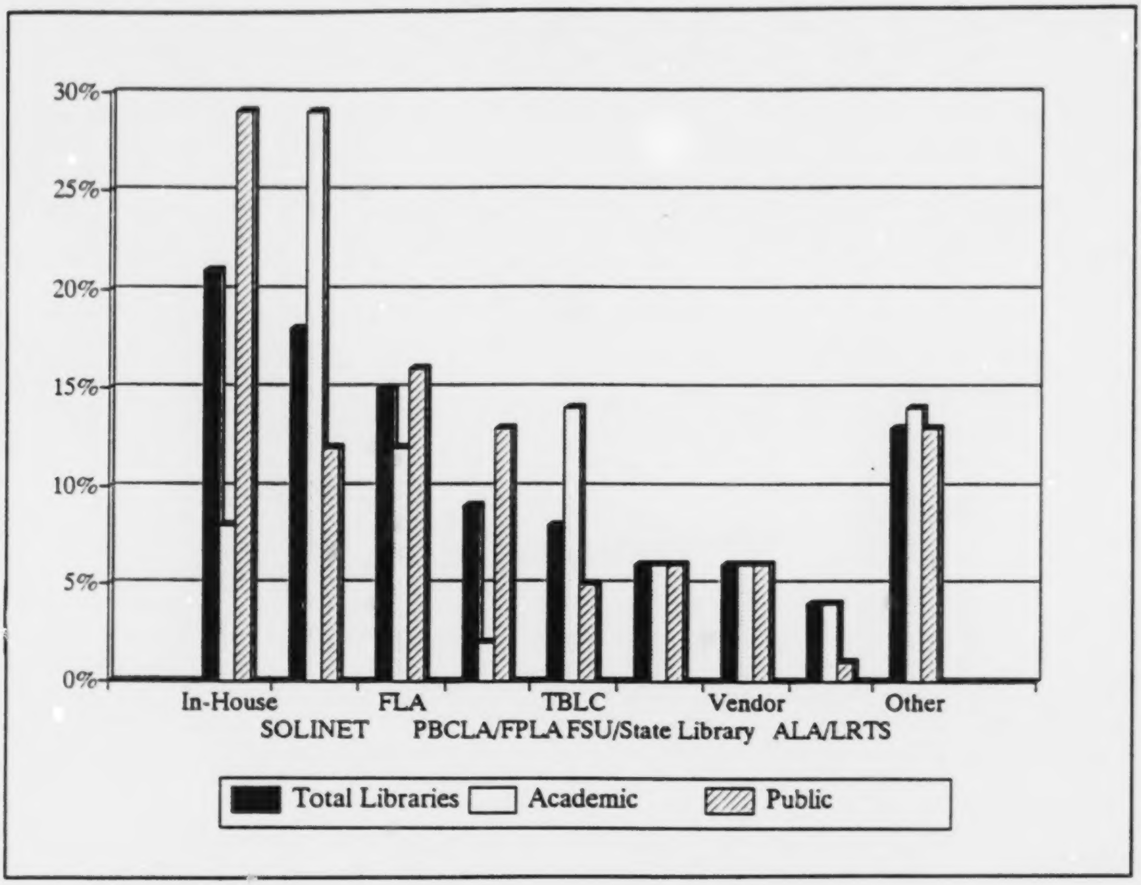

CHART 1 (Question 9)
Organizations Sponsoring Workshops

pressure sensitive tapes that are acceptable, particularly in libraries experiencing high turnover of book stock. Questions 10 and 11 queried the use of pressure sensitive tapes in order to gauge their degree of use. Both academic and public libraries use these tapes widely. Only 16 percent use the two acceptable brands, and the use of the latter is higher in academic libraries. See Tables 10 and 11 and Chart 2.

The use of cloth tape in book repair is somewhat lower (58 percent) than pressure sensitive tape. Repair personnel use cloth tape to repair book covers. Unfortunately, these tapes can eventually exude their adhesives from the exposed edges of the tape, causing adjacent books to stick to them. The tapes are

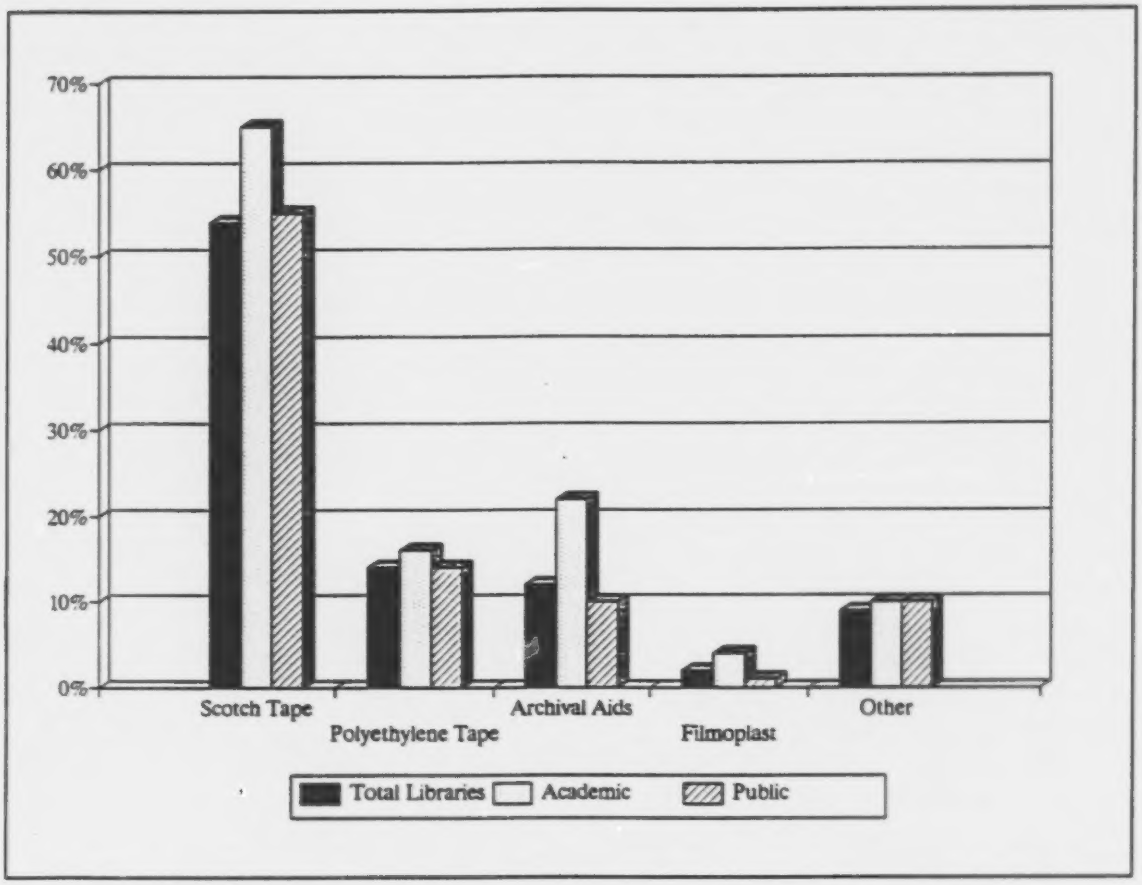

CHART 2 (Question 11)
Kinds of Tape Used

unsightly and cannot easily be removed from covers, if repairs are needed in the future. Because of the stiffness of cloth tape, endpapers in some applications will eventually crease and break along the edge of the tape, causing serious damage to the book. Use of the such tapes often mask a deeper problem, i.e., the need to implement appropriate training for book repair staff.

Lamination was believed to be an acceptable form of paper preservation at one time. In the first half of this century the Library of Congress often laminated materials with cellulose acetate under heat and pressure. Since the 1950's, however, L.C. has advised against this procedure because, although it is reversible, the heat used to create the seal changes the nature of the document. In addition, many libraries do not deacidify the documents they are laminating. If not deacidified, the document continues to deteriorate, and any attempt to delaminate it may destroy it. Libraries using plastic laminates to "protect" documents are effectively ensuring their destruction if the laminate must be removed in order to conduct any additional conservation measures. Encapsulation in polyester plastic sheeting is now recommended instead of lamination. Questions 13, 14, and 15 inquired about lamination. Question 15 was added because it may be acceptable to laminate some materials for display or because they experience high use and are not particularly valuable. Forty-five percent (162) of the libraries have laminated materials in their collections, and 113 still conduct this procedure. This finding must be qualified, however, by the information gathered by question 15. Only 17 libraries are laminating their archives and/or manuscript materials. This number is still too high; no lamination should be done at all. Ten libraries do encapsulate brittle documents (only two of these are public libraries--see Table 18).

IV.C. Disposition Decisions

The next seventeen questions (16-32) gathered data about the age and acidity of collections, procedures for treating or replacing brittle materials, and preservation microfilming.

Most books published after 1850-1870 were printed on acidic paper (paper with a pH of less than 7.0). Publications on acidic paper have a life-span of about 50 years, depending on storage and use conditions. The paper deteriorates, becoming yellow, and after 50 years, eventually brittle. The condition of brittle paper normally cannot be reversed, i.e., restored to its original supple state, and must either be housed in a protective covering (if the item has value as an artifact) or copied (usually on microfilm).

It would be extremely time consuming for library personnel to determine the number of books held in the collection published more than 50 years ago; however, most library staff members could make a reasonable estimate of the books in the library published since 1850. Therefore, question 16 was phrased using the mid-1800's as a point of departure for collection age in order to determine those libraries holding older materials.

As expected, the collections of the great majority of libraries in Florida were published after the mid-1800's (see Table 16 and Chart 3).

Four libraries (one academic and three public) responded that they have older collections, i.e., more than 50 percent of their materials published before that period. There is a high probability, however, that these particular respondents misunderstood the question. Two are branch libraries and one is a medium-sized public library that do not have significant special collections. It is unlikely even the small college library that responded has 50 percent or more of the materials in its collection published before the middle of the 19th century. See Table G1 in Appendix G for more specific information.

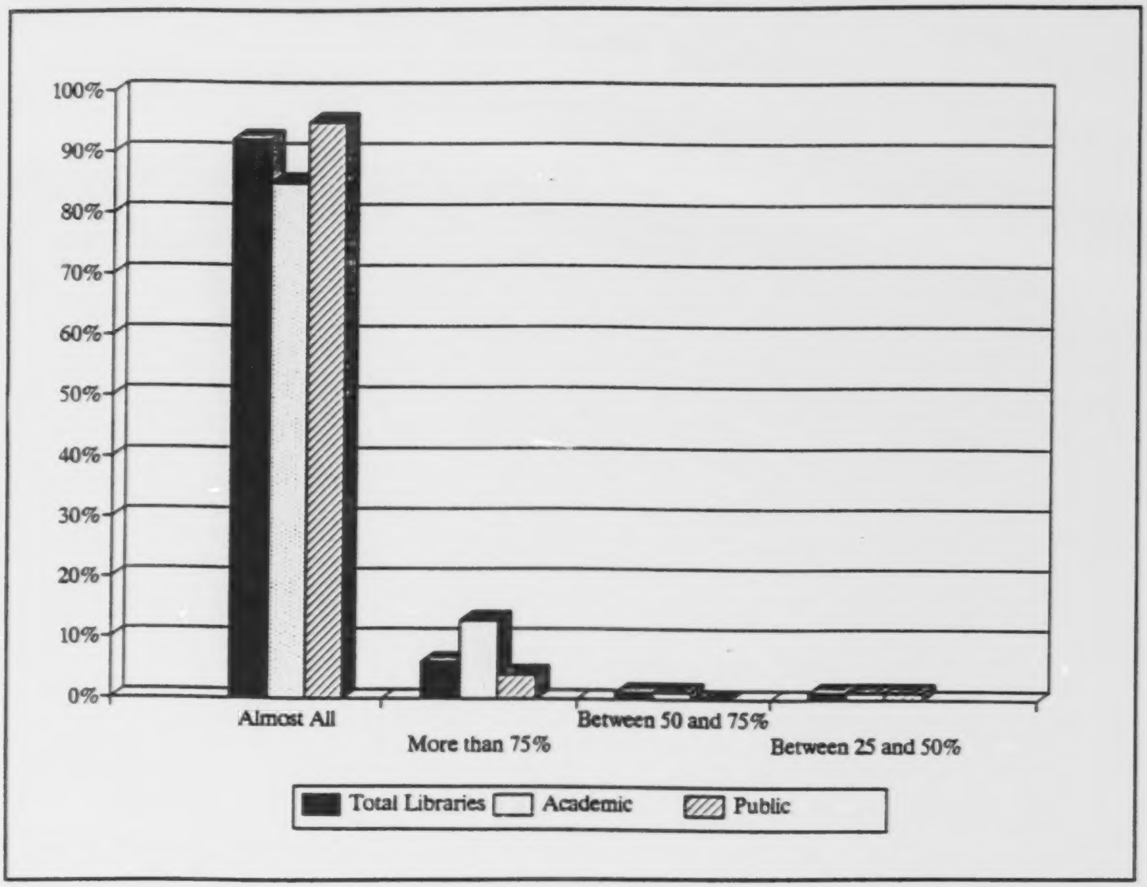

CHART 3 (Question 16)
Percent of the Collection Published after Mid-1800's

More than 50-75 percent of the collections of two libraries were published after the mid-1800's: the State Library of Florida,* and the Baldwin Library of Children's Literature at the University of Florida.

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*The State Library of Florida has procedures for identifying brittle materials.

More than 75 percent of the collections of 23 libraries were published after the mid-1800's. Fifteen of those libraries have procedures for identifying brittle materials. See Table G2 in Appendix G.

These answers tend to confirm that most of the academic and public collections are published on acidic paper, 92 percent of the responding libraries stating that almost all of their collections were published after the mid-1800's. Therefore, the bulk of these collections should exhibit some degree of acidity or brittleness.

What is not known, unfortunately, is how many books held in Florida libraries were published before 1940. The year 1940 is significant because books 50 years or older tend to show the symptoms of brittleness. Actually surveying collections for degrees of acidity or brittleness, however, was beyond the scope of this project. Such an investigation requires a team trained to take a sample of each library's collection and check the selected books for their condition. The condition of the entire collection can then be inferred from the sample if the sample was drawn using statistically valid methods. Several such surveys have been conducted in the past 10 years and each confirms that about 40 percent of older collections are brittle.[20]

Any library having materials that are to be kept indefinitely should have procedures for ascertaining the condition of its holdings, i.e., in this case, whether a book is brittle. Questions 17 and 18 were designed to elicit this information; Tables 17 and 18 list the results. Sixteen of the 26 libraries listed in Tables G1 and G2 do have such procedures. This is encouraging because personnel in those institutions appear to have an awareness of good preservation practice and, hopefully, are systematically scanning collections for deteriorating books.

When brittle materials are found, the library is faced with the options listed in Table 18. Most public libraries simply withdraw such materials from the collection and/or get a newer edition or a reprint. That procedure makes sense since most public library collections should consist of current materials. A lower percentage of academic libraries withdraw; more prefer to get a newer edition, or a reprint, or they restrict access or photocopy their brittle books. A few either replace them with a microformat edition or actually microfilm them. Forty-three libraries rebind brittle books. Rebinding is a waste of money, since a truly brittle book will break out of the binding. A competent binder will not accept a brittle book for rebinding because he or she knows the book will soon fall apart. Single sheets of paper can be safely encapsulated if the material is deacidified first. Probably the best thing a library that does not have preservation expertise available to it can do is to place brittle materials in a protective enclosure and restrict access.

The remaining set of questions in this group are concerned with microfilming, specifically preservation microfilming, which must be done according to recognized and accepted standards. Thirty-eight libraries did microfilm materials within the last three years, primarily to preserve the information contained within the documents (see Table 19). A few created microform copies in order to limit the handling of the original. Florida libraries responding to this survey do not publish materials in microformat (Table 20). Most respondents use a vendor to do their microfilming (Table 21), but a surprising number (14) do the filming in-house (Table 24). University Microfilms and Bell & Howell were mentioned more often than other vendors, most of whom were local businesses or governments (Table 22). Unfortunately, 63 percent of the respondents did not know if the vendors were microfilming according to any one of four sets of standards or recommendations (Table 23). Six academic and one public library do their own microfilming, but only three of the libraries (all academic) follow one standard or another (Table 25). In fact, two of these libraries conform to all of the listed standards; the third follows the ANSI standard.

One of the hard lessons to learn in preserving information, whether it be in computer readable form or in a microformat, is to make a back-up copy and store it off-site. Only ten of the 35 libraries responding could definitely say that their microform masters were stored off-site (see Table 26).

Over one third of the respondents do catalog the microforms of the materials they film (Table 27), but only six reported the existence of these master microforms to one of the national databases: the Online Computer Library Center, Inc. (OCLC), the Research Library Information Network (RLIN), or the National Register of Microfilm Masters (NRMM). Therefore, of the 38 libraries reporting that they had microfilmed materials in the last three years, only six have made that information available to potential users outside of their own institutions or libraries. While the material may be protected (in the case of the ten stored off-site), access and use by the wider scholarly community are severely restricted because of lack of knowledge of their existence.

Four libraries will microfilm materials for other offices, collections, or the public (Tables 29-30). Only two, however, follow the standards or recommendations listed in question 25. Most of the work appears to be for other offices or departments in the institution, but one public library will microfilm materials for the public. It is not clear whether the other libraries will film materials for non-institutional patrons.

Three libraries have grants from the National Endowment for the Humanities for preservation microfilming (Tables 31 and 32). They are the Division of Library and Information Services of Florida, the University of Florida and one of its branches, the Latin American Collection.

IV.E. Preservation Training

Personnel from 213 of 361 responding libraries have either not had any training in preservation, or the respondents said they did not know if they did (see Table 33). Those staff members who have training are primarily librarians, most of whom did not attend formal programs of three days or longer. In other words, as was discovered in the analysis of the data for question 8, most staff have learned preservation techniques on their own, through in-house workshops conducted by teachers of unknown competence, or through one, two or three-day workshops (see Tables 8, 33-35).

The staff from the 25 libraries that answered yes to question 36 received their training through a variety of courses and programs from at least 16 institutions. Most of the courses appear to be standard library school offerings, with the exceptions of the Columbia University program and an apprenticeship at the British Library.

IV.F. Preservation Services and Needs

Questions 37 through 52 deal with how libraries are prepared or are preparing for preservation problems, action they have taken to conserve collections, and their perceptions of the nature and extent of preservation problems in their collections and areas.

Very few libraries have contracts or written procedures for preservation services, reformatting in microfilm, or replacement of deteriorating materials (see Table 37). The few manuals or contracts that are written primarily concern binding and bids. One of the exceptions is the University of Florida which has a comprehensive set of procedures, manuals, and agreements.

Nineteen libraries have had materials restored by a professional conservator. Table 39 lists the names of the persons or companies doing those restorations. Three are members of the American Institute for Conservation of Historic and Artistic Works (AIC), a professional organization of book, paper, photographic, etc. conservators. Alexandra Dennis is an AIC Professional Associate. A Professional Associate is a conservator who has "shown a commitment to the purposes for which the AIC was established. Membership in this category requires prior membership in the Associate category and experience as a practicing conservator beyond the initial training period... All Professional Associates must agree to uphold the standards for professional conduct set forth in the AIC Code of Ethics and Standards of Practice for conservators."[21] Dennis' and Bonnie Jones' specialty is the restoration of paintings; Tom Schmitt's specialties are books and paper, and paintings. Both Jones and Schmitt are Associate members of AIC and reside in Florida. Erich Kesse's qualifications are mentioned below. The Northeast Document Conservation Center (NEDCC) is a well known and highly regarded conservation and restoration center in Andover, Massachusetts. Dobbs Brothers Bindery no longer does library binding, and the Barrow Laboratory, in Richmond, Virginia, has a long history of research in deacidification and permanent durable paper.

Several libraries conducted collection condition surveys during the past five years (see Table 40 and Chart 4). It is doubtful, however, if they followed the procedures developed at Yale or other institutions (see the comments on page 15) to examine their collections systematically unless they used a consultant. Five libraries did use a preservation consultant to identify possible preservation problems. See Chart 5 on page ? and Table G3 in Appendix G.

One of those libraries, the University of Florida, not only used a consultant, but also created a preservation department and staffed it with competent personnel. The preservation administrator, Erich Kesse, is a graduate of the Columbia University School of Library Service Preservation Administration Program and has implemented many recommended preservation programs. The University of Florida Libraries, including many branches, are surveying their collections in accordance with good practice. Their findings will be of great interest to professional conservators and preservationists in Florida and the southeast.

Several other libraries used consultants to survey their situations but they did not indicate on the questionnaire that this had been done within the last five years. See Table 44.

Disaster preparedness has received much attention in Florida since 1987. In that year most of the academic and public libraries in the state were surveyed to ascertain their disaster readiness and to establish locations for a series of six disaster preparedness workshops. The project was funded by a LSCA grant from the Division of Library and Information Services of the Florida Department of State and the results published as an occasional paper by the University of Illinois Graduate School of

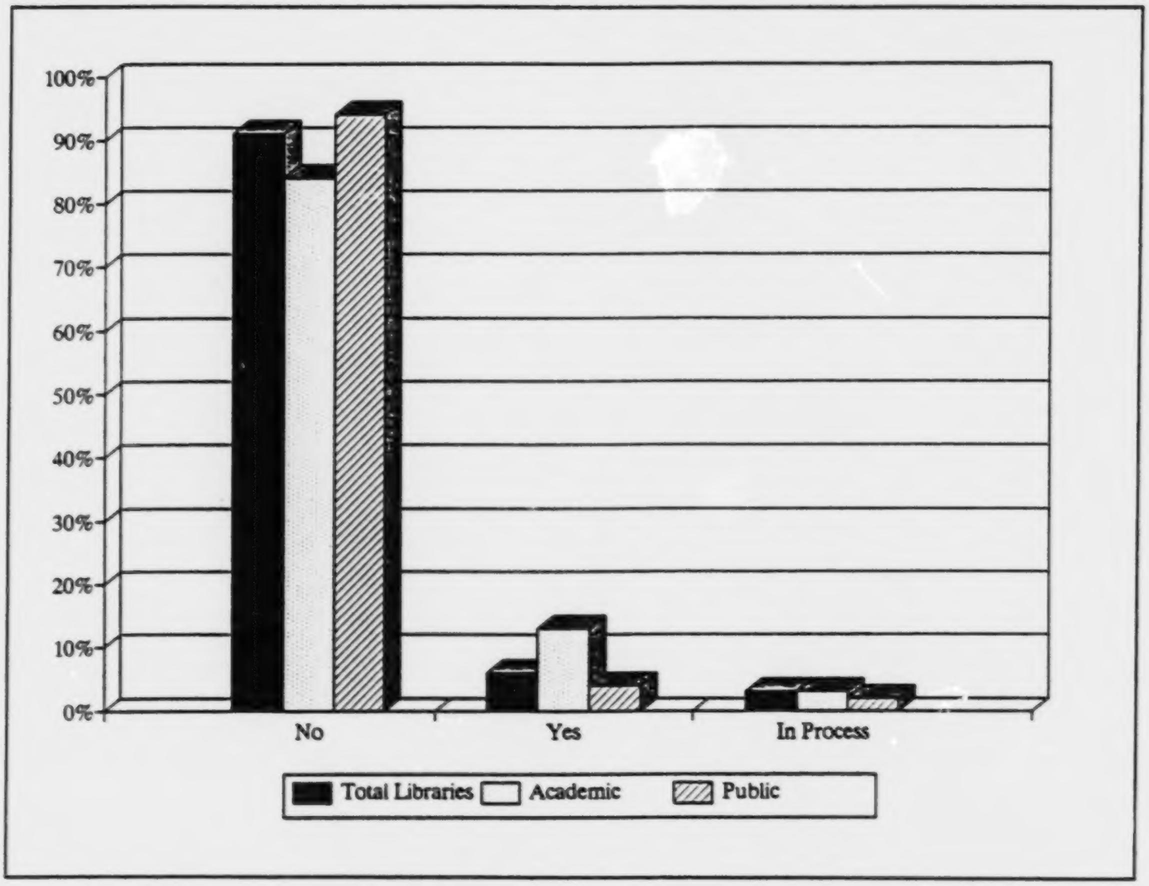


CHART 4 (Question 40)
Had a Preservation Survey since 1984

Library and Information Science.[22] No disaster or contingency plans existed for the recovery of library collections in Florida in 1987.[23] At the end of the project, 148 staff members from 119 libraries had attended the six workshops and received training in disaster preparedness planning and recovery.[24] By January 1989 over 72 libraries had submitted copies of their disaster plans (which were begun during the workshops) to the project director or the Division of Library and Information Services.

The present survey revealed that 96 libraries now have disaster plans and an additional 93 are working on them. However, 170 libraries, 47 percent of the total responding, still do not have plans. Many of the plans submitted during and after the 1987-88 project were incomplete or already out-of-date. During visits to many of the libraries for this survey, it was discovered that even if a disaster plan existed, most staff were not aware of its contents or location. Very few libraries had tested their plan to find out if it worked. It is not surprising that even fewer libraries have salvage plans for their collections; 166 either have them or are working on them (see Tables 41 and 42).

If a library does not have written procedures for preservation activities, disaster and salvage plans, it probably will not have a written plan for preservation in general. And that is the case: only 11 libraries have such plans, although 30 more are in the process of writing them, which is encouraging (see Table 43 and Chart 5).

Thirteen respondents have used a preservation consultant to survey their libraries and four more may do so in the future (see Table 44).

Question 46 was designed to discover the most important collections in the state. The data did not reveal much of interest to the preservationist, though it may be useful to those in collection development. Reference materials and Florida history are the most important parts of collections, followed by "books" and "serials." This question should have been worded more precisely in order to obtain the names of special collections; that information will have to be obtained elsewhere. See Table 46 and Chart 6 for more information.

Table 47 and Chart 7 present Florida libraries' most serious preservation problems. Environmental control is the overall leader, although public libraries list binding and rebinding as their most serious problems. Both academic and public libraries rank patron abuse and mold and mildew high. Mold/mildew, pest/insects, combined with the environment account for one third of the preservation problems in the state. Most of the requests for assistance coming to the project director at his office at Florida State University are concerned with the environment. Often the environment is not under the control of the library, and consequently the collection may suffer because of well-meaning managers who, in the cause of energy conservation, turn air conditioning systems up, or off, at night, during weekends or over holidays. The temperature and humidity in the stack areas rises, creating favorable conditions for the growth of mold and the proliferation of insects.

Are libraries trying to control the environment and take other steps to improve and prolong the life of collections? Question 48 was designed to find the answer to these questions. Forty percent of the respondents are attempting to improve environmental conditions and 31 percent are improving staff

Chart 5 (Questions 40-44)
Preservation Plans and Surveys

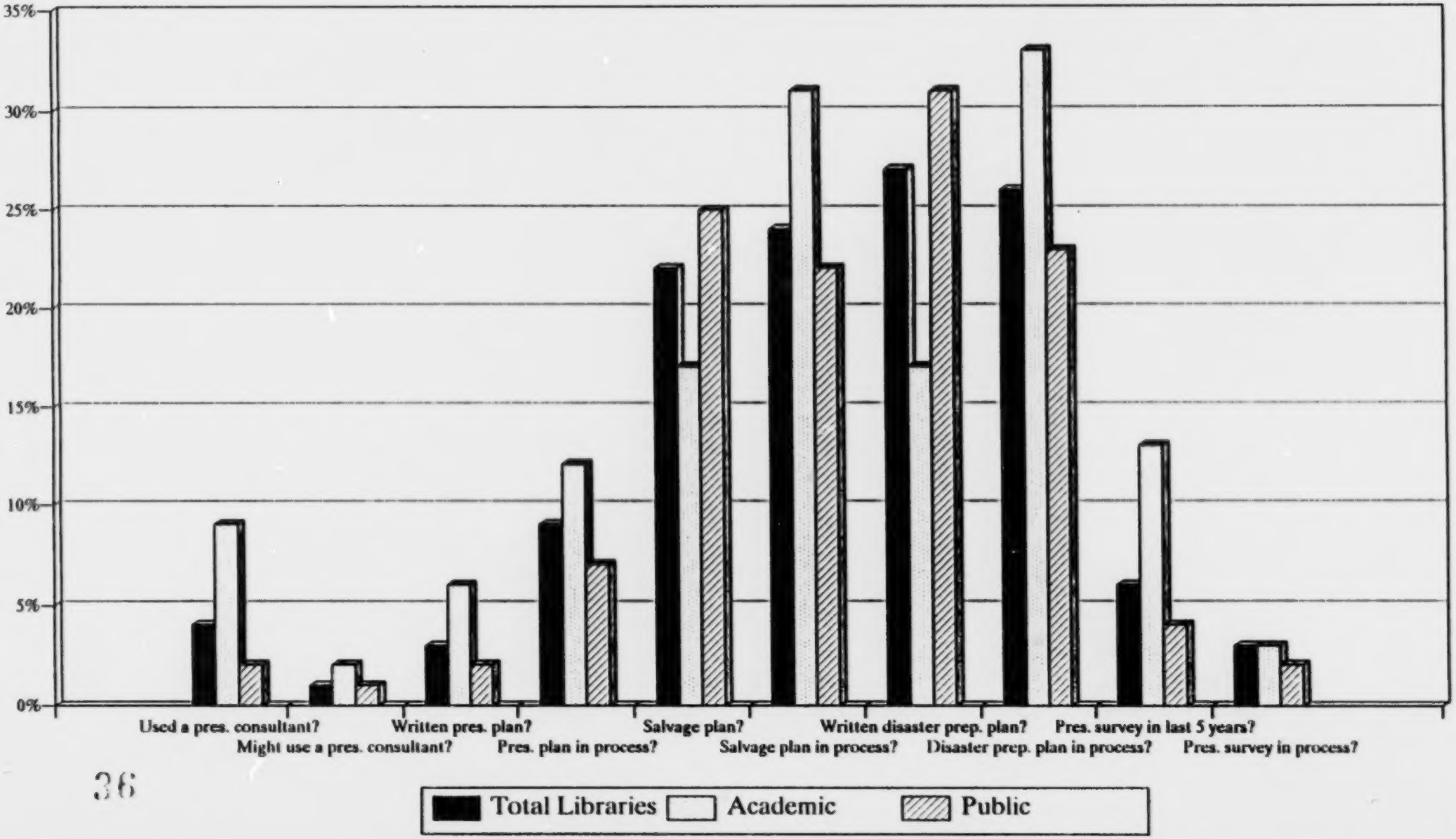


Chart 6 (Question 46)
Most Important Parts of the Collection

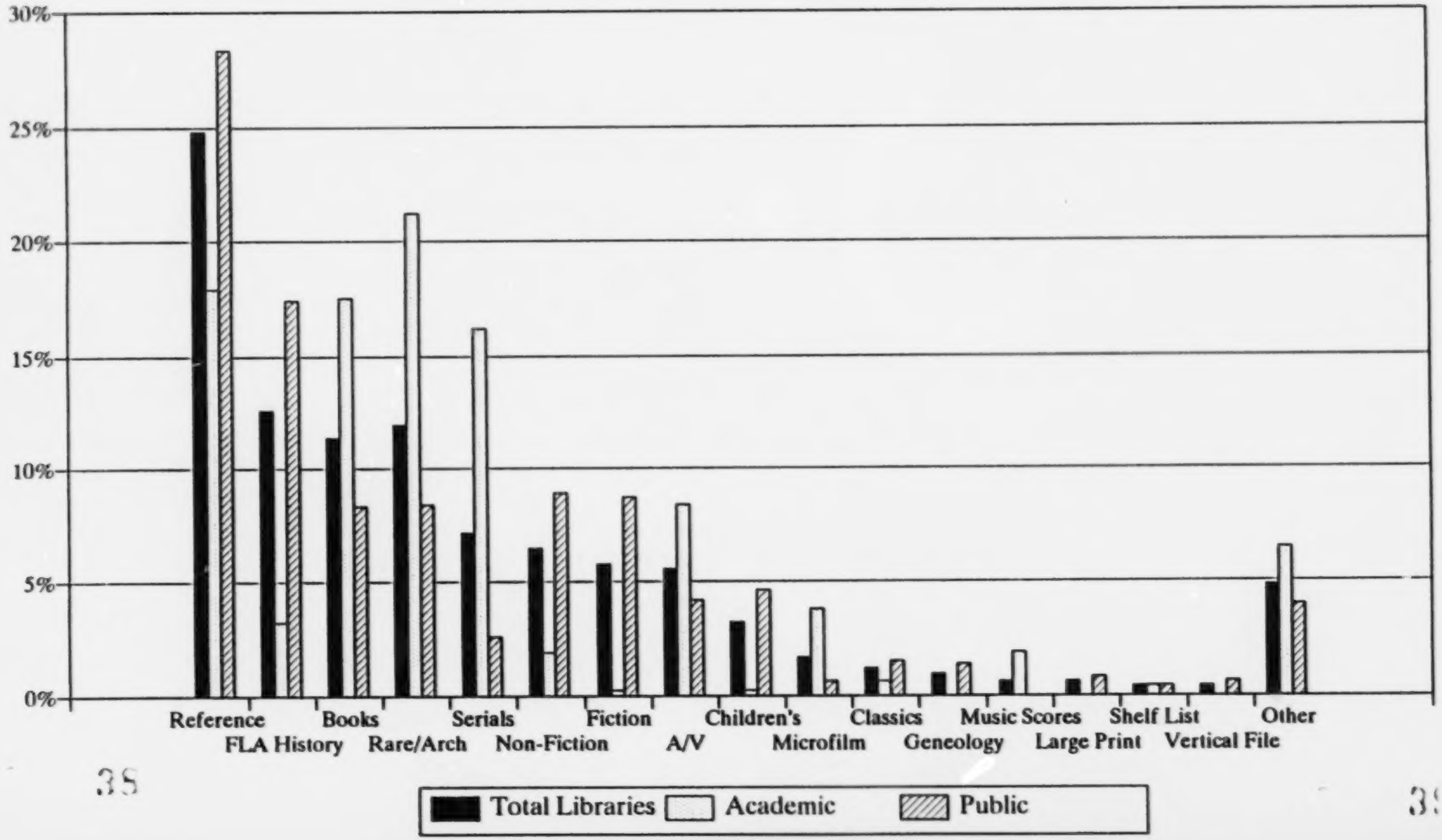
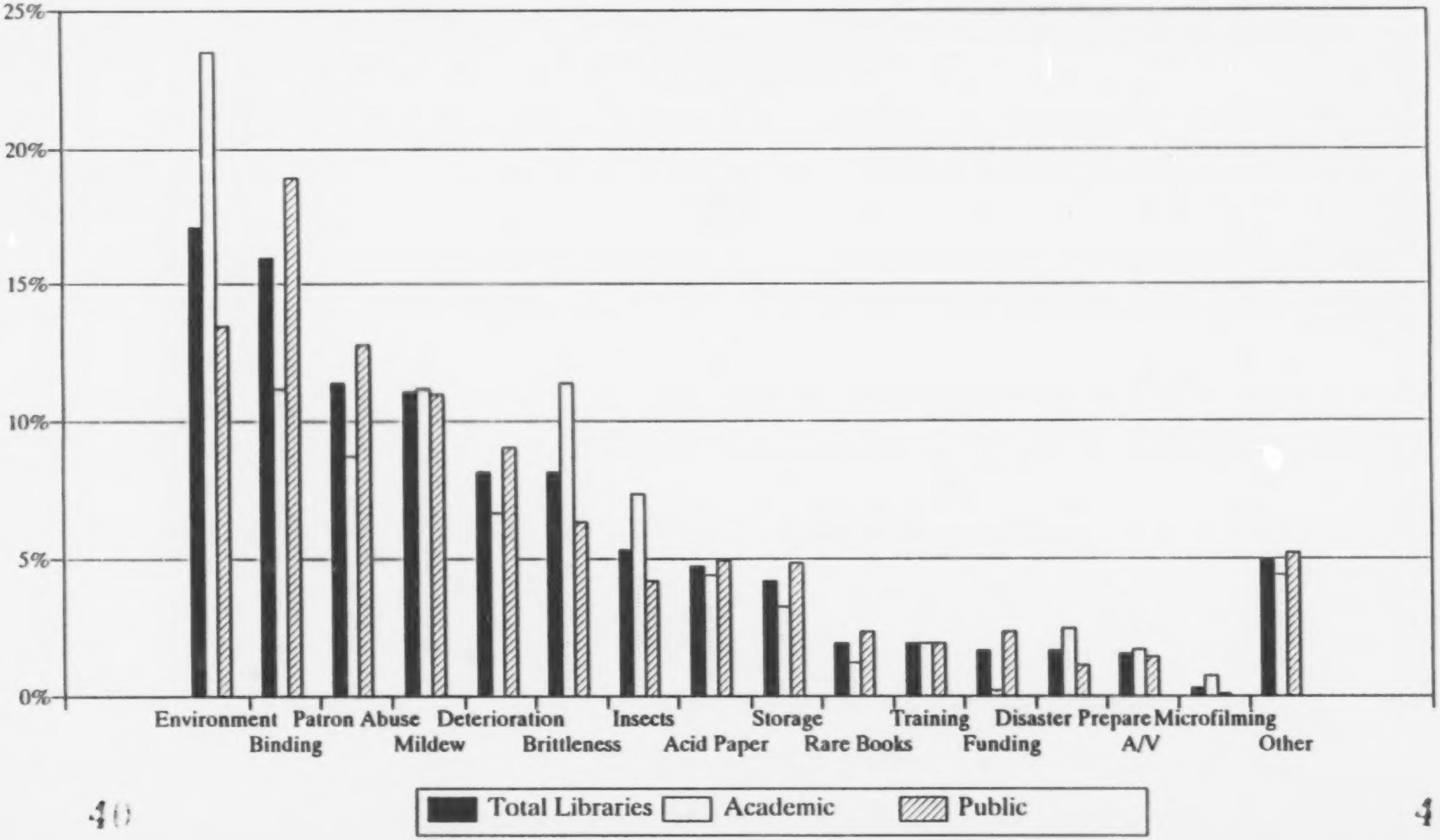


Chart 7 (Question 47)
Most Serious Preservation Problems



training. A few are upgrading repair, binding, and the quality of storage materials. See Chart 8 and Table 48 for more details.

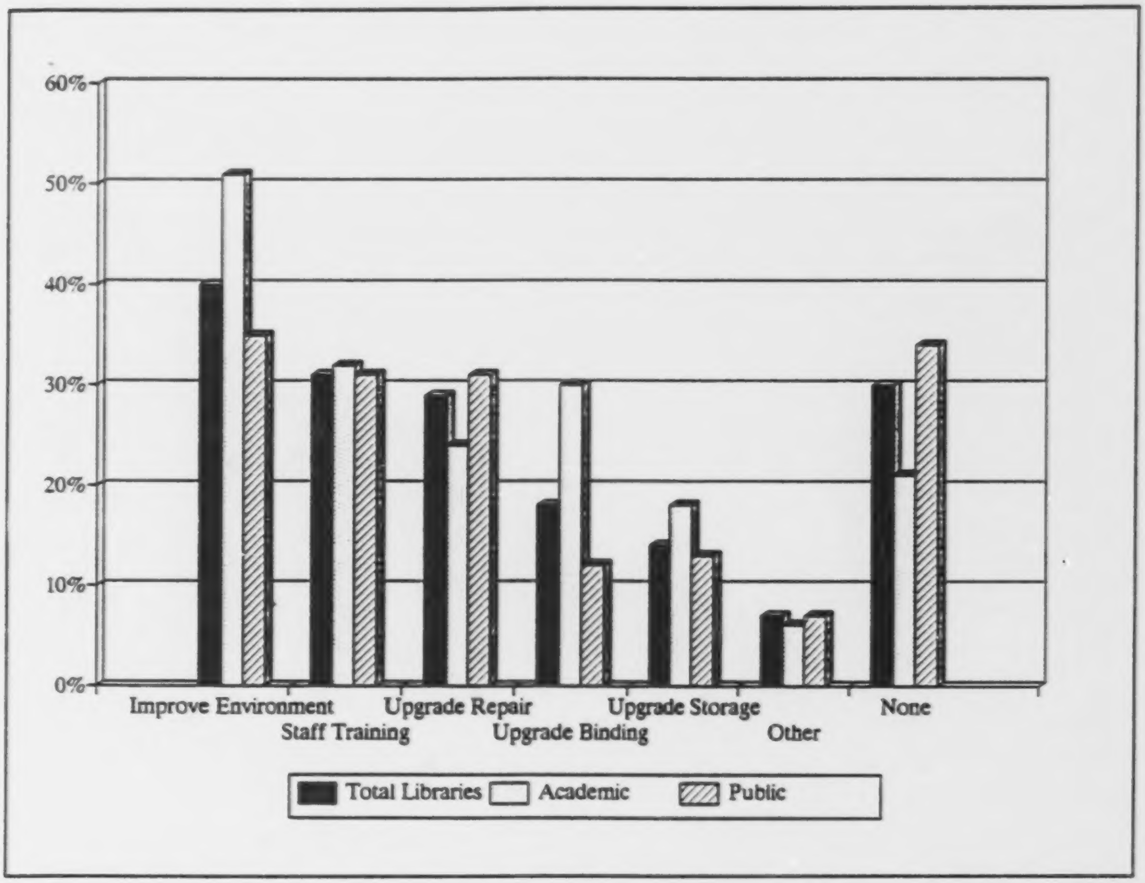


CHART 8 (Question 48)
Steps Taken to Prolong Material Life

Other areas of improvement include ultra-violet light control, repairing materials before shelving, and fumigation. Unfortunately, one library reported the purchase of a laminator to help prolong the life of materials.

Libraries that regularly monitor environmental conditions in stack areas demonstrate evidence of a serious commitment to preservation. It is encouraging that 94 libraries are checking stack conditions at least once a day, and 38 are doing it weekly (see Table 49).

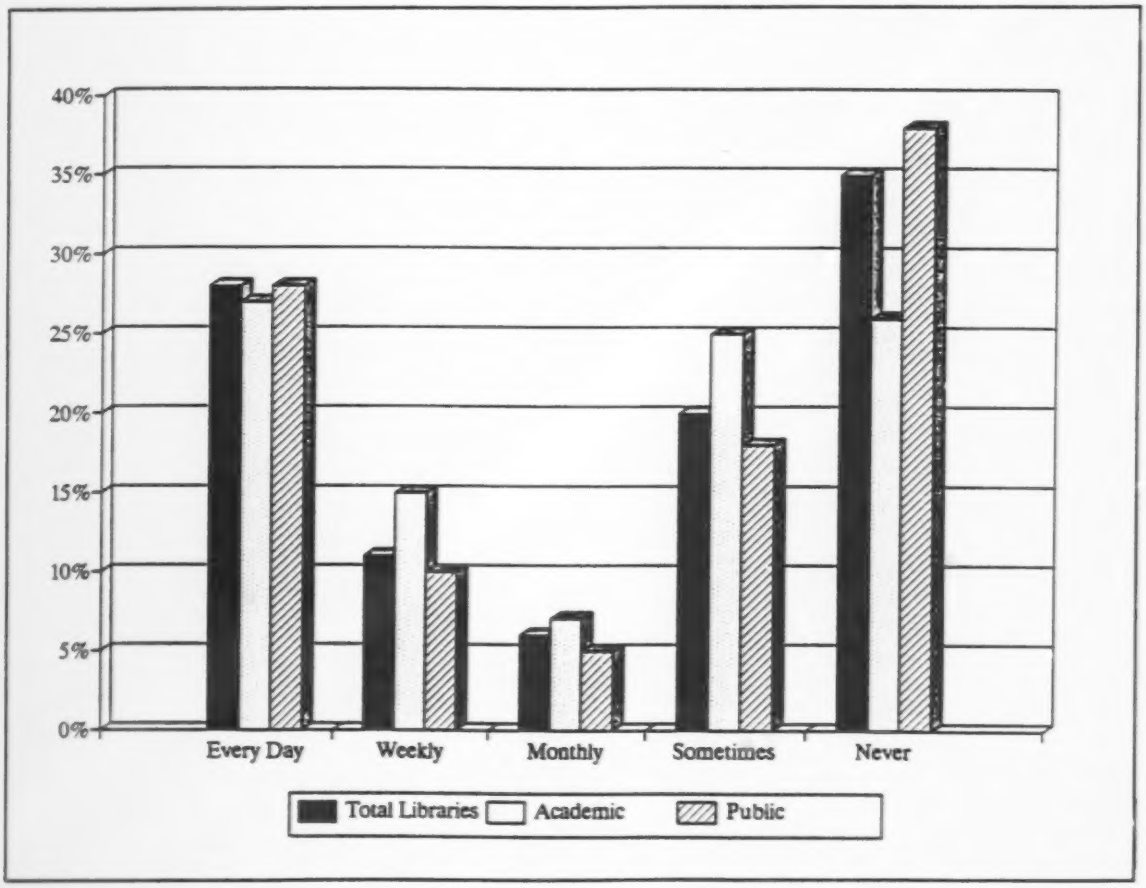


CHART 9 (Question 49)
Frequency of Environmental Monitoring

Some 90 libraries are checking stack environments monthly or sometimes. The best approach is to use a recording hygrothermograph for continuous monitoring of temperature and relative humidity, or if that instrument is not available, use a sling or aspirating hygrometer and record readings two or three times daily. Libraries responding that conditions are checked sometimes reported they checked when "it rains;" there is "high humidity or the temperature changes;" "a problem is noted;" "every six months;" "the air conditioning is off," or "there are power failures." Thirty-five percent (119) of the libraries reported they never check the environment.

One of the most important questions in the survey inquired about the categories of materials needing preservation treatment in each collection. Table 50 displays the analysis of that information. The major problem with books and serials is the quality of bindings. This was confirmed during the site visits. It is ironic that the profession seems to be on the verge of success in regard to solving the acid paper problem because an increasing number of publishers are using permanent durable paper, but bindings are of increasingly shoddy workmanship and poor quality. Almost every library visited complained about bindings falling apart after a very few circulations, and in many cases, after being used only once or twice. Some libraries reported that as much as 90 percent of their collections has binding problems. The situation with serials binding is especially disturbing because most serials binding is under the control of the library staff; therefore, poor binding is a direct reflection on staff competence. As noted earlier, it seems clear that the quality of serials binding would be improved significantly if staff were properly trained in the LBI Standard.

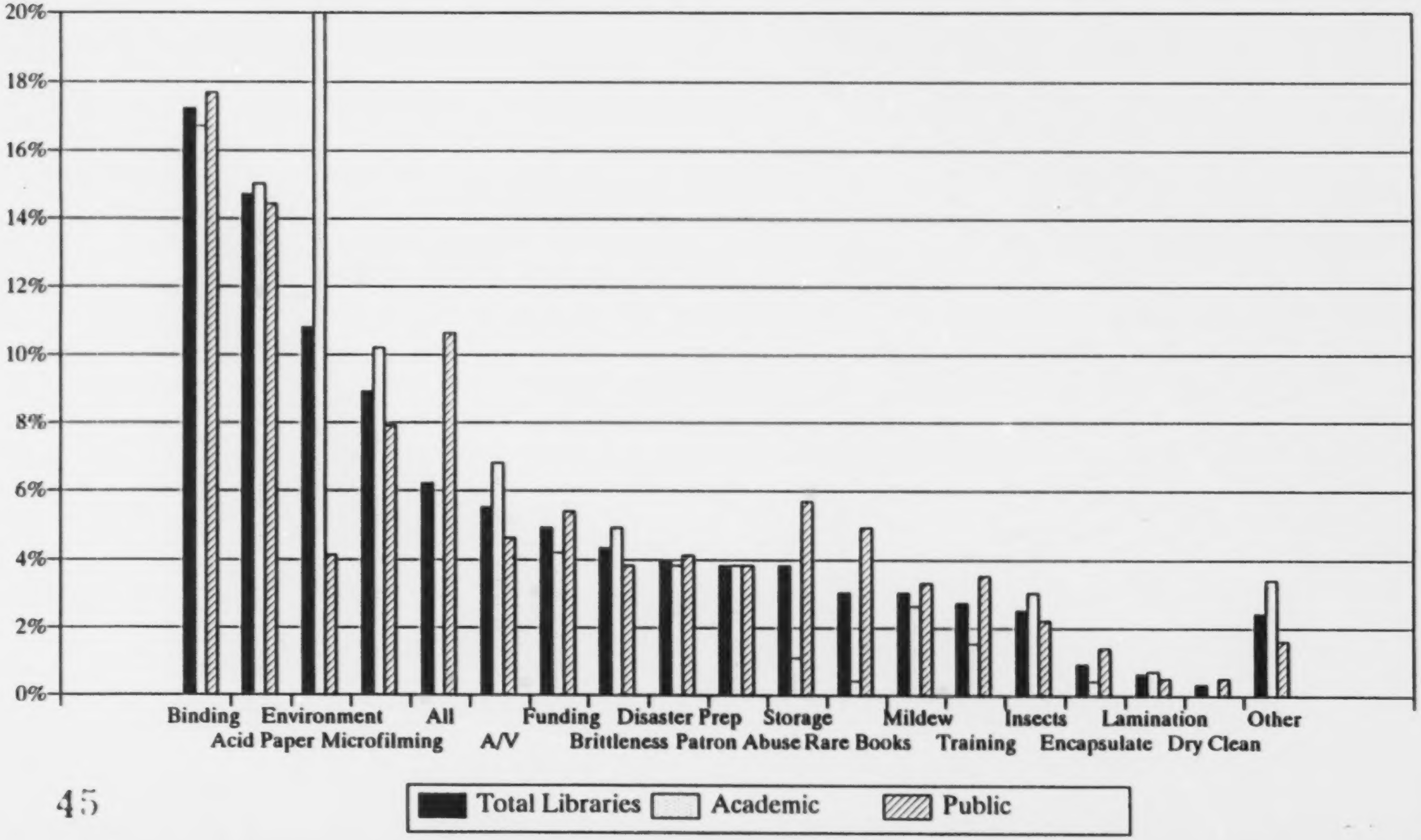
The next important problem was that of acid paper and brittle books. Much has been written about the deterioration of paper, and the Library of Congress, among others, is taking steps to deacidify major portions of its own collections. This problem is not limited to the major research libraries of the nation; Florida's institutions are experiencing losses in collections, as well. Libraries are complaining about the aging of collections. Aging is partially linked to the acid paper problem, because chemically unstable paper will cause a book to age rapidly. Many books in Florida's collections need mending; because of under-funding they are not getting the attention they need (see the comments about the budget below). Housing and storage, the environment, mold and mildew, as expected, are also concerns; this is particularly true for AV materials.

Binding is not only a broadly based problem, it is also one that many libraries cannot presently solve (see Table 51 and Chart 10). Libraries also need help in coping with the environment, acid paper, deacidification, and microfilming of materials. Over 10 percent of the public libraries need assistance with all preservation problems.

Tables 52-1 through 52-3 rank the answers to questions concerning the most important preservation problems in the respondents' county, region, and their perception of the biggest problem facing the state. Environmental control heads the list in all three areas, followed by the need for staff training at the county and regional levels, and dealing with acid paper (brittleness and deacidification) at the state level. Disaster preparedness ranks high at the county and regional level but is not perceived as critical at the state level. This may be due to the raised level of awareness of many librarians because of the recent state disaster preparedness program. More librarians are knowledgeable about the need for local preparedness and thus probably more aware of local shortcomings.

Chart 10 (Question 51)

Problems That Can't Be Met By Libraries



IV.G. Preservation Services Desired

Table 53 shows the preservation services most desired by libraries in the state. Disaster assistance is the number one priority, followed by information, training materials, and workshops. Libraries are willing to pay for disaster assistance, if necessary, then for fumigation, training materials, workshops, and training of personnel in a facility in the state or the southeast. If services were free, the top priority would be information, then consulting, referral, a newsletter, on-site training, and workshops. Table 53-1 ranks the services libraries seem to want whether free or at cost, those they would use if they are free, and those they would use at cost. These rankings were generally supported by the information gained from question 54 which asked what preservation services are most important to libraries, regardless of cost (see also Chart 11). The most important are disaster assistance, workshops, consulting, and training materials. Free or purchased, there are enough libraries expressing interest in these areas to warrant consideration for developing state or regional programs to support them.

IV.H. Preservation Support

Only 46 libraries have separate budget lines devoted to preservation activities, although an additional 115 do have some funds earmarked for preservation. Many libraries indicated they were short of preservation funds, particularly for binding and staff salaries. See Tables 55-59 and Chart 12.

Eleven libraries have preservation departments, and 11 also have preservation committees. These 11 libraries actually break down to 7 (Table G4 in Appendix G) and 5 (Table G5 in Appendix G) because several University of Florida branch libraries responded separately. These libraries should be good places to find support for cooperative programs in preservation.

Nine libraries have conservation laboratories, although 21 libraries responded they did not know (see Table 66 and Table G6 in Appendix G). Upon further inquiry, only one library, the University of Florida, has a facility that could be called a conservation laboratory. The others consist primarily of simple repair benches. The facility at the University of Florida is under the control of the library, but half of the responding libraries indicated that their laboratories were not under their control (see Table 67 and Table G7 in Appendix G).

The Division of Library and Information Services did not indicate that it has a conservation laboratory, but in fact it does. The Bureau of Archives and Records Management supports a well-equipped facility that routinely deacidifies, repairs, and

Chart 11 (Question 54)
Most Important Service

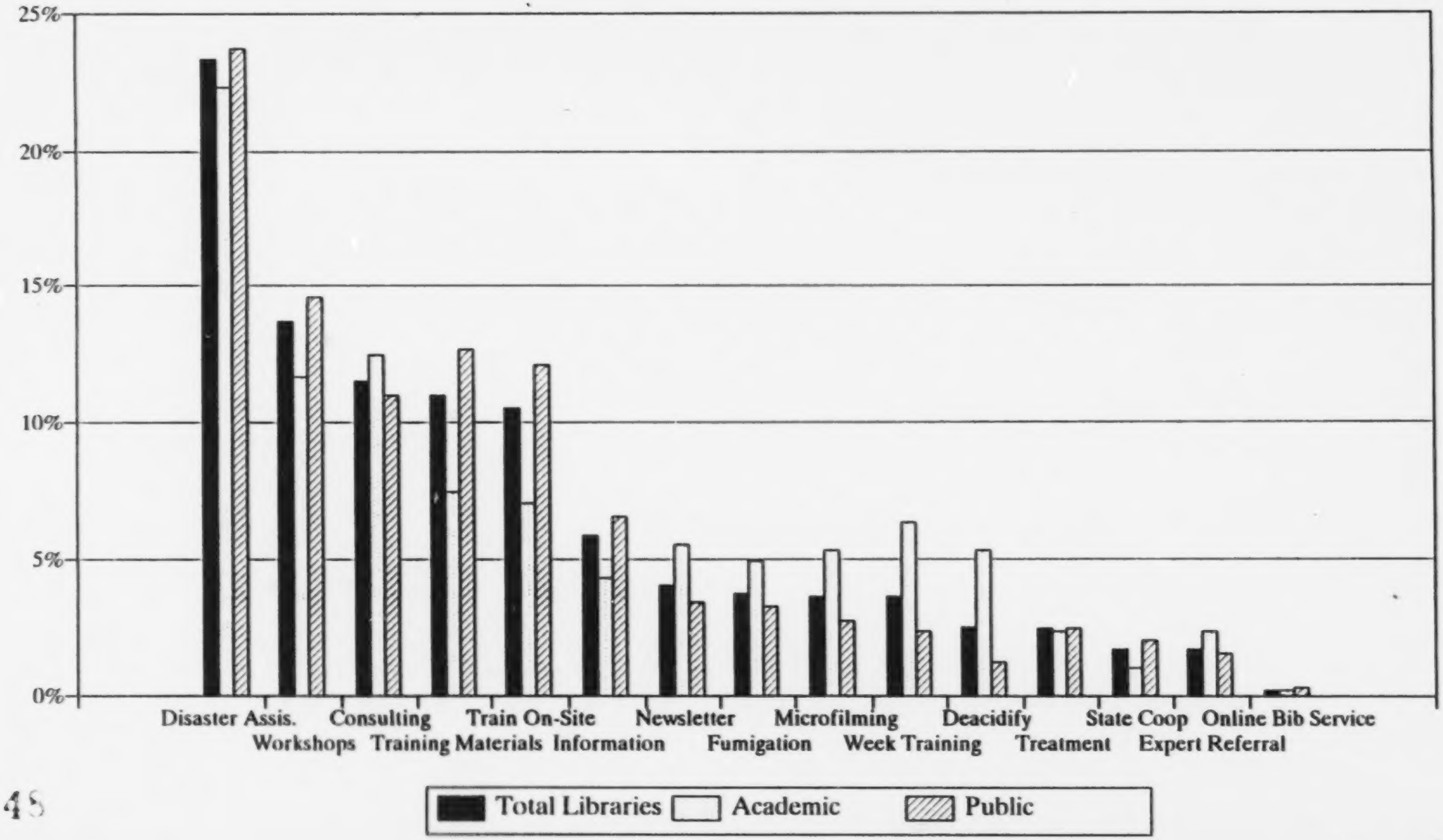
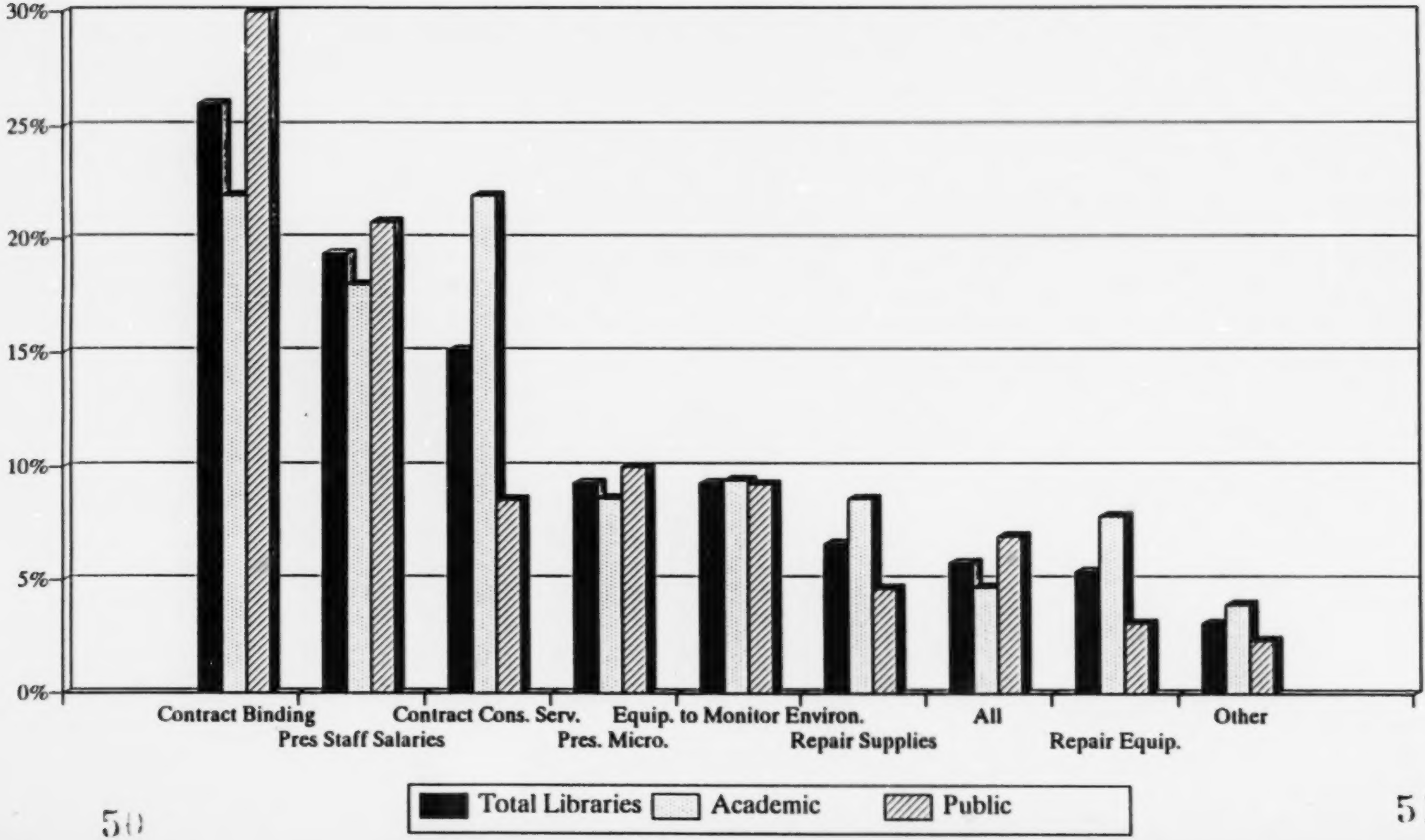


Chart 12 (Question 59)

Area Short of Funds



encapsulates paper documents. The Technical Services Conservation Laboratory occasionally recases books and performs other conservation procedures. The facility is not presently being used extensively by the Division of Library and Information Services for its own collection.

A series of questions probed the existence and availability of equipment that could be used for conservation. Sixty-two libraries do have such equipment ranging from laminators to freezers (see Table 70). Tables G8 through G12 in Appendix G lists the libraries responding that they have equipment, and the equipment they own. The freezer at the University of Miami is a domestic chest freezer used for killing insects. The fumigation chambers at the Universities of Miami and West Florida are not presently functional. Most of the reported equipment is under the control of the libraries; Table 72 indicates where the institutional locus of control resides when this is not the case.

The last questions on the instrument provide information about those libraries that are willing either to work with others in either making their equipment available and/or to cooperate in purchasing equipment.

Twelve libraries indicated they would allow other libraries access to their equipment. They are listed in Table G13, Appendix G. Eighty-two libraries indicated they needed such access. See Tables 73-75 for more detailed information. Need was fairly evenly spread among book-binding equipment, freezers, laminators (unfortunately), fumigation chambers, encapsulators, and creasing machines (see Table 75). Sixty-six libraries responded that they would purchase such equipment in cooperation with others. See Table 76 and Table G14 in Appendix G.

It is encouraging that so many large and widely scattered institutions are willing to work with other libraries in acquiring the means to meet the preservation problems of their collections. The results of the survey also indicates widespread support for cooperative preservation programs throughout the state.

V. OPTIONS FOR MEETING FLORIDA'S PRESERVATION NEEDS

This section of the report (a) summarizes the key areas of need, i.e., leadership, education, and resources and (b) proposes a program for meeting those needs through a combination of immediate actions and long-term strategies.

V.A. Summary of Needs

1. Leadership must be provided to marshal support from local, state, and federal governments, and the lay community; and to supply the funds for libraries to train staff, coordinate preservation efforts, and supply the facilities, equipment and materials to properly treat deteriorating library and archival collections. Preserving the cultural heritage of the state is a multi-level responsibility, and not limited to the legislature and agencies in Tallahassee. Municipal and county governments (as well as the state legislature and federal agencies) must be made aware of the serious need to preserve library materials and of their obligation and duty to provide the necessary support. Although this study did not investigate the preservation problems of archives, historical societies, school media centers or special libraries, they too have problems similar to those of academic and public libraries and eventually must have assistance. Programs should be initiated to involve all levels of government, to approach a variety of granting agencies, and to encourage a wide spectrum of the lay community to support preservation of library materials. Private funding and gifts should not be overlooked in the search for support. The unique opportunity presented by the convening of the Florida Governor's Conference on Library and Information Services in December 1990 should be used to generate enthusiasm and produce resolutions for the support of preservation in the state.

2. This investigation leaves little doubt that the primary preservation need to be met in Florida is that of educating the library profession about the principles of preservation. Although some libraries are seriously addressing their preservation needs, notably the University of Florida, significant numbers of librarians do not yet understand the principles underlying the preservation of library materials and, consequently, fail to apply those principles to their own collections.

3. A third need is to provide the expertise, equipment, and supplies to meet the conservation* treatment and reformatting requirements which individual libraries in the state have demonstrated they cannot handle themselves. Without the wherewithal to carry out these procedures, a successful

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*Note the definitions of conservation and preservation on page 1.

professional and public preservation education campaign will be in vain.

The Division of Library and Information Services exercised leadership by providing Library Services and Construction Act (LSCA) Title III funds for the disaster preparedness and recovery project and this study. Both projects have raised the level of awareness of librarians throughout the state, leading indirectly to the formation in May 1990 of the Florida Library Association Preservation Caucus. But the Division of Library and Information Services must do more. Without the Division's leadership, it is doubtful that a coordinated, focused, and sustained preservation effort will prevail in Florida. Already, there is evidence that groups in Jacksonville, the Miami-Fort Lauderdale area, and the Tampa Bay area are planning to develop local preservation programs to help libraries cope with the problem. These efforts are encouraging, because they are signs that many librarians realize that more is needed than most individual libraries can support. On the other hand, these efforts are also discouraging because they reveal there is no coordination of preservation effort in the state.

V.B. Actions and strategies

The following strategies are presented for consideration to help solve these problems. They are divided into two areas: (1) actions which must be taken now, and (2) planning strategies for long-term programs.

V.B.1. Actions to implement immediately

To begin the improvement of preservation education the following is recommended.

a. Implement in the very near future a series of conservation and preservation workshops throughout the state. These educational activities could be delivered initially by SOLINET or other organizations and should concentrate on the LBI Standard for Library Binding, mending and repair, and the education of building superintendents and maintenance personnel in library environmental requirements. The latter should be targeted with a special educational program because buildings and grounds personnel are often the key people in controlling library environments; yet they are very seldom included in such workshops. As the Center for Preservation of Library and Archival Materials becomes active (see pages 35-35), it should gradually assume the responsibility of providing such workshops and other preservation educational activities.

b. Support the Florida Library Association's Preservation Caucus initiative. The establishment of the caucus is a good start, but preservation must be institutionalized through the creation of an FLA standing preservation committee. Such a committee will help target preservation problems, provide continuing support for programs, and support lobbying efforts by FLA for increased legislative preservation funding. It will also be a valuable source of advice and guidance to the Division of Library and Information Services and the Center.

c. Create an ongoing preservation publicity program for the education of both professionals and laypersons in Florida. Continuous exposure to preservation problems libraries and archives are experiencing, and successes as well as failures in solving them, will help marshal professional and public support for local and legislative financing. The State Library should immediately mount such a program for library staff and seek funding for newspaper and television publicity to educate the general public.

V.B.2. Long-term strategies

Concurrent with the implementation of the educational programs described above, plans must be developed for continuing activities that will meet the long range conservation, research, and technical assistance needs of the state. Education alone is not enough. Well-conceived preservation programs must be created that will solve the long-term problems discovered during the course of this study.

a. A proposal should be submitted to the National Endowment for the Humanities (NEH) (and perhaps to some other appropriate agency such as the National Historical Publications and Records Commission) for a planning grant for the development of statewide preservation education and support programs through the establishment of a Center for the Preservation of Library and Archival Materials and the delineation of specific equipment and personnel needs. NEH will not grant money at this time for the implementation of preservation programs but will respond favorably to planning proposals. Such a proposal can build on the results of the Florida Library Preservation Needs Assessment Study and other studies and detail a plan for bringing preservation education and technical support on a continuing basis to librarians, media specialists, and archivists throughout the state.

b. The evidence produced by the needs assessment survey does not support the creation of a full-time conservation facility comparable to the Northeast Document Conservation Center. While there are many collections in the state that need help, there are not enough to justify the establishment of an independent, fully equipped conservation laboratory. Instead, expansion of the conservation facilities administered by the Division of Library and Information Services and the State University System (SUS) should be investigated. These operations are needed by their parent institutions, and it would not be practical to disestablish any one in order to concentrate all efforts at one location. On the other hand, expansion of these facilities would enable the Division of Library and Information Services and the SUS to meet their own needs and assist in solving those of the state's libraries and archives.

An implicit assumption is that if funds are provided by the state, the SUS, federal granting agencies, and/or other sources to provide significant upgrades in facilities and personnel, both the Division of Library and Information Services and the SUS should be mandated to develop conservation outreach programs and provide conservation services throughout the state. The NEH grant should support a "business planning" approach that begins with a market study to quantify the need, identify users (libraries vs. archives, etc.), and determine pricing levels if expansion of the existing facilities are used for outreach.

c. The grant can be used to develop a joint effort by the Division of Library and Information Services and the SUS to solicit funds from the Legislature, the federal government, and other sources to create a Center for the Preservation of Library and Archival Materials. A permanent focal point for preservation activities within the state must be established in order to channel and concentrate limited resources effectively. Otherwise, energies will be dissipated and momentum lost. The Center would be such a focal point by providing conservation and preservation planning, technical assistance for the solution of preservation problems, and educational programs that could be delivered throughout the state. This multi-sponsored, multi-funded, multi-purpose Center should be located at some appropriate site such as the School of Library and Information Studies at Florida State University which already has partial facilities and substantial expertise in preservation of library materials. The Center, if located in Tallahassee, could also be the site of an expanded Division of Library and Information Services conservation facility (discussed above). Such a center would be in a position to determine where preservation resources can be used most effectively and how they should be delivered. It should be directed by a qualified preservation expert. The grant should be used to estimate set-up costs for the Center.

Such a grant should also be used to

--target rare and unique Florida research collections for identifying, quantifying, and prioritizing treatment needs;

--identify general "research" collections in the state for quantifying and prioritizing their treatment needs;

--facilitate coordinated collection development which parallels preservation initiatives;

--gather data on the preservation needs of archives, historical societies, and state and local government archival repositories;

--create an advisory committee of key decision-makers from the library and archival communities and induce them to make commitments;

--generate strategies for funding;

--develop detailed plans, programs, and strategies for continuing preservation education;

--investigate the preservation role of consortia and cooperative groups in the state; and

--explore the role of SUS, the community college system, the State Department of Education, and other agencies in supporting preservation activities.

VI. CONCLUSION

It is imperative that the Division of Library and Information Services continue its initiative in preservation planning and aggressively lead the library and archival communities in supporting the development of preservation programs to meet the needs revealed by this study. The Division is the logical source of preservation leadership in Florida. It alone has the statewide visibility and authority to successfully promote coordinated, focused, and continuing preservation programs among libraries, library organizations, and consortia. The Division has already included preservation in its Long-Range Plan,[25] and with new emphasis on preservation in Title III of the Library Services and Construction Act,[26] the Division has a clear source of funding to support and sustain such programs. It must maintain and stimulate the growing momentum it has created through these programs and initiatives.

Time is running out. If steps are not taken within the next few years to preserve the books, documents, and media-based materials Florida's citizens (young and old) need to make informed decisions and further their pursuit of knowledge, it will be too late. Action is needed now. The choice is up to us.

ENDNOTES

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2. Ibid., Section VII, pp. 1-4.

3. Ibid., Section X, p. 4.

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5. Ibid., p. 24.

6. Ibid., p. 24.

7. Ibid., p. 24.

8. Williams, Gordon. "The Preservation of Deteriorating Books." Library Journal 91 (January 1, 1966): 51-52.

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12. Ibid., p. viii.

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14. 1989 Florida Library Directory with Statistics. Edited by Laura James Hodges and E. Walter Terrie. Tallahassee, FL: Florida Department of State, Division of Library and Information Services, 1989.

15. Dillman, pp. 165-190.

16. The Survey System. Petalumla, CA: Creative Research Systems, 1989, p.1-1.

17. Library Binding Institute Standard for Library Binding. Edited by Paul A. Parisi and Jan Merrill-Oldham. 8th ed. Rochester, NY: Library Binding Institute, 1986.

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19. See, for example, Cunha, George Martin, and Dorothy Grant Cunha. Conservation of Library Materials; A Manual and Bibliography on the Care, Repair and Restoration of Library Materials. Metuchen, NJ: Scarecrow Press, 1971, p. 61; and Swartzburg, Susan G. Preserving Library Materials; A Manual. Metuchen, NJ: Scarecrow Press, 1980, p. 20.

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21. The American Institute for Conservation of Historic & Artistic Works AIC 1989-90 Directory. Washington, DC: American Institute for Conservation of Historic & Artistic Works, 1989, p. 1.

22. DePew, John N. Statewide Disaster Preparedness and Recovery Program for Florida Libraries. Occasional paper number 185. Champaign, IL: University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science, 1989.

23. Ibid., p. 10.

24. Ibid., p. 22.

25. Florida Department of State..., Section XXII, p. 24.

26. LIBRARY SERVICES AND CONSTRUCTION ACT AMENDMENTS OF 1989, HR 2742, PL 101-254; Summary of Significant Changes from Previous Law. Washington, DC: American Library Association Washington Office, March 1990, p. 4.

APPENDIX A

QUESTIONNAIRE PRE-TEST LIBRARIES

Deana Astle
Technical Services
R. M. Cooper Library
Clemson University
Clemson, SC 29634-3001

Frank Bennet
Acting Director & Head of Technical Services
Roddenbery Memorial Library
North Broad Street
Cairo, GA 31728

Ronald A. Dubberly
Director
Atlanta-Fulton Public Library
One Margaret Mitchell Square, N.W.
Atlanta, GA 30303-1089

Martha Hoole
Adult Services
Dalton Regional Library
310 Cappes Street
Dalton, GA 30720

Ted Kuzen
Preservation Librarian
Alderman Library
University of Virginia
Charlottesville, VA 22903-2498

APPENDIX B

RESPONDING LIBRARIES

APPENDIX B

RESPONDING LIBRARIES

PART I. PUBLIC LIBRARIES

ID#	NAME
101	Alachua Branch Library
102	Alachua County Detention Center Branch Library
103	Alachua County Library
104	Allapattah Branch Library
105	Altamonte Springs Center Library
106	Altha Public Library
107	Apalachee Parkway Branch, Tallahassee
108	Apalachicola Municipal Library
110	Auburndale Public Library
111	Avon Park Library
112	Azalea Branch Library
114	Bartow Public Library
115	Beach Branch Library, Pompano Beach
116	Beach Branch Library, Clearwater
117	Beaches Branch Library, Neptune Beach
118	Belle Glade Branch
119	Belleview Library
120	Beverly Hills Public Library
121	Billy Osceola Memorial Library, Okeechobee
123	Bond Community Library, Tallahassee
124	Bonita Springs Public Library
125	Boynton Beach City Library
126	Bradenton Beach Public Library
129	Branford Public Library
130	Brevard County Library System
131	Brockway Memorial Library, Miami Shores
133	Broward County Division of Libraries
134	Bushnell Public Library
135	Callahan Depot Library
137	Cape Canaveral Public Library
138	Cape Coral Public Library
139	Captiva Memorial Library
142	Cedar Key Public Library
145	Central Florida Regional Library Headquarters, Ocala
146	Century Plaza Branch Library, Deerfield Beach
149	Citrus County Library System
150	Citrus Park-Keystone Branch Library, Odessa
151	Green Cove Springs Library
153	Clearwater East Library
154	Clearwater Public Library System
155	Coastal Region Library, Crystal River
157	Cocoa Public Library
160	Collier City Branch Library, Pompano Beach

161	Collier County Public Library
162	Collier North Branch Library, Naples
164	Cooper Memorial Library, Clermont
165	Coral Gables Branch Library
166	Coral Reef Branch Library, Miami
167	Coral Springs Branch Library
168	Crescent City Public Library
173	DeBary Public Library
174	Deerfield Beach Percy White Branch Library
175	Deland Public Library
176	Delray Beach Library
177	Deltona Public Library
178	Desoto County Library
179	Destin Library
180	Dickerson Community Center Library, Daytona Beach
181	Dixie County Library
183	Dunbar-Jupiter Hammon Library, Fort Myers
184	Dunedin Public Library
187	Eagle Lake Public Library
190	Eastlake Branch Library, Tampa
193	Eau Gallie Public Library, Melbourne
195	Edgewater Public Library
197	Elsie Quirk Public Library, Englewood
198	Emily Taber Public Library, MacClenny
199	Englewood Charlotte Public Library
200	Eustis Memorial Library
201	Fairlawn Branch Library, Miami
203	Flagler Beach Library
204	Flagler County Public Library
205	Floral City Library
206	Forest Branch Library, Silver Springs
207	Fort Lauderdale Branch Library
208	Fort Meade Public Library
210	Fort Meyers-Lee County Public Library
212	Fort White Branch Library
213	Fruitland Park Library
215	Gearge Nichols Library, Wildwood
217	Glades County Public Library
219	Graceville Branch Library
220	Graham Branch Library, Jacksonville
221	Grapeland Heights Branch Library, Miami
224	Groveland Library
225	Gulf Beaches Public Library, Madiera Beach
226	Gulf Breeze Library
227	Gulf County Library, St. Joe Branch
228	Gulf County Library, Wewa Branch
229	Gulf Gate Library, Sarasota
230	Gulfport Public Library
231	Haines City Public Library
233	Hamilton County Library
236	Havana Public Library

237	Hawthorne Branch Library
238	Helen B. Hoffman Plantation Library
239	Hendry County Library System
241	Hernando County Library System
242	Hernando Public Library
243	Hialeah John F. Kennedy Library
244	High Springs Branch Library
246	Highlands County Library System
248	Hobe Sound Branch Library
249	Holly Hill Public Library
250	Hollywood Branch Library
252	Homestead Branch Library
253	Homosassa Public Library
254	Hudson Branch Library
255	Hugh Embry Library, Dade City
258	Imperial Point Branch Library, Ft. Lauderdale
259	Indian River County Library
261	Interlachen Public Library
263	Istachatta Branch Library
264	Jackson County Public Library
265	Jacksonville Public Libraries
266	Bookmobile Headquarters, Jacksonville
270	Jupiter Branch Library
271	Kendall Branch Library, Miami
272	Key Biscayne Branch Library, Miami
273	Keystone Heights Branch Library
277	Lafe Allen Memorial Library of North Miami Beach
278	Lake Alfred Public Library
280	Lake Helen Public Library
281	Lakeland Public Library
285	Lake Worth Public Library
286	Lakes Regional Library, Inverness
287	Lakewood Park Branch Library, Fort Pierce
288	Land O'lakes Branch Library
290	Largo Library
291	Latt Maxcy Memorial Library, Frostproof
292	Lauderdale Lakes Branch Library
294	Lauderhill Mall Branch Library
295	Lee County Library System
296	Leesburg Public Library
297	Lehigh Acres Public Library
299	Leon County Public Library System
300	Liberty County Library
301	Lighthouse Point Library
302	Little River Branch Library, Miami
308	Maitland Public Library
309	Manatee County Public Library
310	Mandarin Branch Library, Jacksonville
311	Marco Island Branch Library
312	Margate Catherine Young Branch Library
313	Marian Fell Library, Fellsmere

314 Martin County Public Library
315 Mary Esther Public Library
316 Meadowlane Community Library, West Melbourne
317 Melbourne Public Library
318 Melrose Public Library
321 Miami-Dade Public Library System
322 Miami Lakes/Palm Springs North
324 Micanopy Branch Library
325 Miccosukee Community Library, Miami
326 Middleburg-Clay Hill Branch Library
327 Milton Library
328 Mirror Lake Branch Library, St. Petersburg
330 Monroe County George Dolezal Branch Library
331 Monroe County, Helen Wadley Branch
333 Monroe County, May Hill Russell Public Library
335 Murray Hill Branch Library, Jacksonville
336 Murdock Public Library, Port Charlotte
337 New Port Richey Public Library
339 Niceville Public Library
340 North Bay Branch Library, Lynn Haven
343 North Brevard Public Library
346 North Fort Meyers Public Library
347 North Greenwood Branch Library, Clearwater
348 North Lauderdale Branch
351 North Palm Beach Library
352 North Port Area Library
353 North Shore Branch Library, Miami Beach
355 Northeast Branch Library, Miami
356 Northeast Branch Library, Ponte Vedra Beach
357 Northside Branch Library, Jacksonville
359 Northwest Branch Library, Tampa
360 Northwest Branch Library, Jacksonville
362 Northwest Regional Library System Headquarters, Panama City
364 Oakland Park Library
365 Okeechobee County Public Library
366 Okeechobee Boulevard Branch Library, West Palm Beach
367 Oldsmar Public Library
369 Orange City-Dickinson Memorial Library
370 Orange County Library District
374 Palm Bay Public Library
375 Palm Beach County Public Library
376 Palm Beach County Annex
377 Palm Beach Gardens Branch Library
378 Palm Harbor Library
379 Palm Springs Library
382 Panasoffkee Community Library, Inc.
383 Pasco County Library System Headquarters
384 Peninsular Branch Library
386 Pine Island Public Library, Bokeelia
387 Pinellas Park Public Library
390 Polk City Library, Inc.

391	Pompano Beach Public Library
392	Ponce De Leon Public Library
393	Port Charlotte Public Library
394	Port St. Lucie Branch Library
396	Punta Gorda Public Library
397	Putnam County Library System
398	Regency Square Branch Library, Jacksonville
400	Riverland Branch Library, Ft. Lauderdale
401	Riverview Branch Library
402	Riviera Beach Public Library
403	Robert L. F. Sikes Public Library, Crestview
407	Safety Harbor Branch
409	St. Johns County Public Library
410	St. Lucie County Library System
411	St. Petersburg Beach Library
413	Sanibel Public Library
414	Satellite Beach Public Library
415	Sebastian Area County Library
416	Selby Public Library, Sarasota
417	Seminole Branch Library, Tampa
418	Seminole County Public Library System, Sanford
419	Seminole Library
420	Seminole Tribal Library, Hollywood
421	Shenandoah Branch Library, Miami
422	South Branch Library, St. Petersburg
423	South Dade Regional Library
424	South Mainland/Micco Public Library, Barefoot Bay
425	South Manatee County Branch Library
426	South Miami Branch Library
427	South Regional/Broward Community College Library
432	Southwest County Branch, Boca Raton
435	State Library of Florida
437	Sun City Center Library
438	Sunrise Branch Library
439	Surf-Bal-Bay Public Library, Surfside
440	Suwannee River Regional Library, Live Oak
441	Tamarac Branch Library
442	Tampa-Hillsborough County Public Library
443	Tarpon Springs Public Library
444	Tavares Public Library
445	Taylor County Public Library
446	Temple Terrace Public Library
447	Tyrone Bryant Branch Library, Ft. Lauderdale
448	Umatilla Public Library
449	Union County Library
451	Venice Area Public Library
452	Daytona Beach Library
453	Volusia County Public Library System
454	Von D. Mizell Branch Library, Ft. Lauderdale
455	Wakula County Public Library
456	Walton-Defuniak Library

457	Washington County Library
459	Webb Wesconnett Branch, Jacksonville
461	West Atlantic Branch Library, Delray Beach
463	West County Branch Library, Royal Palm Beach
464	West Dade Regional Library
466	West Florida Regional Library Headquarters, Pensacola
467	West Gate Branch Library, Tampa
468	West Hernando Branch Library, Brooksville
470	West Palm Beach Public Library
471	West Regional Library, Plantation
473	Westbrook Branch Library, Jacksonville
475	Williston Public Library
476	Willow Branch Library, Jacksonville
477	Wilton Manors Public Library
478	Winter Haven Public Library
479	Winter Park Public Library
481	Zephyrhills Public Library

PART II. ACADEMIC LIBRARIES

500	Barry University Library
501	Bethune-Cookman College Library, Carl S. Swisher Library
502	Pensacola Christian College Library
503	Brevard Community College, Cocoa Campus Library
504	Brevard Community College, Melbourne Campus Library
505	Brevard Community College, Titusville Campus Library
506	Broward Community College, Central Campus Library
507	Broward Community College, North Campus Library
510	Chipola Junior College Library
511	Clearwater Christian College Library
513	Daytona Beach Community College, Learning Resource Center
514	Edison Community College/University of South Florida, LRC
515	Eckerd College, William Luther Cobb Library
516	Edward Waters College, Centennial Library
519	Florida Agricultural & Mechanical University, Coleman Memorial Library
520	Florida Agricultural & Mechanical University, Technology Library
521	Florida Agricultural & Mechanical University, School of Business and Industry Library
523	Florida Atlantic University Library
525	Florida College, Chatlos Library
526	Florida Community College, Collegewide Learning Resources Administration
527	Florida Community College, Learning Resource Center
528	Florida Community College, Kent Campus Learning Resources
529	Florida Community College, Learning Resources Center
531	Florida Institute of Technology, Evans Library
533	Florida International University, Tamiami Campus Library
534	Florida International University Library
535	Florida Keys Community College Library

536 Florida Memorial College Library
537 Florida Southern College, Roux Library
538 Florida State University, Robert Manning Strozier Library
541 Florida State University, Law Library
542 Florida State University, Harold Goldstein Library, Library Science Library
543 Florida State University, Mildred And Claude Pepper Library
544 Florida State University, Nursing Learning Research Center
545 Florida State University, Science Center Library, Paul A.M. Dirac Library
546 Florida State University, Warren D. Allen Music Library
548 Gulf Coast Community College, Learning Resource Center
550 Hillsborough Community College, District Library Technical Services
551 Hillsborough Community College, Dale Mabry Campus Library
553 Hillsborough Community College, Ybor City Campus Library
554 Indian River Community College, Miley LRC
555 Jacksonville University, Carl S. Swisher Library
556 Jones College Library
557 Lake City Community College, G. T. Melton LRC
558 Lake-Sumter Community College Library
560 Manatee Community College, Bradenton Campus
561 Manatee Community College, South Campus
562 Miami-Dade Community College Library
563 Miami-Dade Community College, North Campus Library
564 Miami-Dade Community College, South Campus Library
565 North Florida Junior College Library
566 Nova University Library
567 Okaloosa-Walton Junior College Library
568 Orlando College Library
569 Orlando College, South Campus Library
570 Palm Beach Atlantic College, E. C. Blomeyer Library
571 Palm Beach Junior College Library
573 Palm Beach Community College, North Campus LRC
574 Pasco-Hernando Community College, Charles E. Conger Library
575 Pasco-Hernando Community College, Alfred A. Mckethan Library
576 Pasco-Hernando Community College, West Campus Library
577 Pensacola Junior College, Learning Resources Centers
578 Milton Campus Learning Resources Center
579 Warrington Campus Library
580 Polk Community College Learning Resource Center
581 Rollins College, The Olin Library
583 St. Johns River Community College Library
584 Saint Leo College, Cannon Memorial Library
585 St. Petersburg Junior College, Clearwater Campus Library
586 St. Petersburg Junior College, St. Petersburg Campus Library
587 St. Petersburg Junior College, Tarpon Springs Center, M. M. Bennett Library
588 St. Thomas University Library
590 Santa Fe Community College Library
591 Seminole Community College Library

592 South Florida Community College Library
593 Southeastern College of The Assemblies of God
594 State University System of Florida Extension Library
595 Stetson University, Dupont-ball Library
597 Tallahassee Community College Library
598 University of Central Florida Library
599 University of Florida Library
600 University of Florida, Citrus Research & Education Center
601 University of Florida, Architecture & Fine Arts Library
603 University of Florida, Baldwin Library of Children's Literature
604 University of Florida, Marston Science Library
605 University of Florida, Coastal Engineering Archives
606 University of Florida, College of Education Library
607 University of Florida, Everglades Research Center Library, Institute of Food and Agricultural Sciences
609 University of Florida, Legal Information Center
610 University of Florida, Health Science Center Library*
611 University of Florida, Latin American Collection
610 University of Florida, Central Science Library
613 University of Florida, Music Library
614 University of Florida, P. K. Yonge Library of Florida History
616 University of Florida, Tropical Research & Education Center Library
617 University of Miami, Otto G. Richter Library
618 University of Miami, Albert Pick Music Library
619 University of Miami, Louis Calder Memorial Library, School of Medicine
620 University of Miami, Rosenstiel School of Marine And Atmospheric Sciences Library
621 University of Miami, School of Law Library
622 University of North Florida Library
623 University of South Florida, Tampa Campus Library
624 University of South Florida, Florida Mental Health Institute
625 University of South Florida, Medical Center Library
626 University of South Florida, St. Petersburg Campus Library, Nelson Poynter Memorial Library
628 University of Tampa, Merl Kelce Library
629 University of West Florida, John C. Pace Library
630 University of West Florida, Fort Walton Beach Center, Learning Resources Center
631 Valencia Community College Library
633 Webber College, Grace And Roger Babson Learning Center

TOTAL 374

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*A completed questionnaire was received from the Health Science Center Library, but due to an error, was not entered into the database.

APPENDIX C

COVER LETTER

QUESTIONNAIRE

FOLLOW-UP POSTCARD

FOLLOW-UP LETTER

September 20, 1989

Head Librarian
Library
100 Main Street
Post Office Box 123
Anytown, FL 32000

Dear Ms. Librarian:

As you probably know, many library collections in Florida are deteriorating rapidly because of the acidic paper on which they are printed, improper handling and storage, and other factors. Many of these materials are historical and cultural resources which are important to the citizens of Florida, but the preservation problems affecting them are inherent to all collections.

The costs of keeping these materials in good condition are usually much too high to be borne alone by any one library. Recognizing this, the State Library of Florida is providing LSCA funds to investigate the preservation needs of all academic and public libraries in the state. The goals of the project are to 1) identify preservation needs and, 2) suggest possibilities for meeting those needs on the local, regional or state-wide levels.

This questionnaire, which will take about twenty to thirty minutes to complete, is the first and most important step in the information gathering process. The data will be used to help provide a basis for developing programs to assist your library and others in providing services that will assist in solving your preservation problems. Consequently, your participation is vital to the success of this project.

Every library in your system, including all the branches, is being sent this questionnaire. Therefore, your questionnaire should be completed only for the main library, not for the branches; they will be completing and returning their own.

The questionnaire is numbered for mailing purposes only. You can be assured of the confidentiality of your response; your library will not be identified by name without your permission. You may receive a summary of the results by writing "copy of results requested" on the back of the return envelope and printing your name and address below it. Thank you for your assistance.

Sincerely,

John N. DePew
Project Director

School of Library and
Information Studies
Florida State University
Tallahassee, FL 32306-2048
(904) 644-5775

PRESERVATION NEEDS SURVEY

TIME IS RUNNING OUT

This survey is the first step in developing a plan to meet the preservation needs of Florida libraries. It is supported by a LSCA grant from the Division of Library and Information Services of the Florida Department of State. Please answer all the questions. If you wish to comment on any questions or to qualify your answers, please use the margins or a separate sheet of paper.

Thank you for your help.

> **"Libraries are responsible for the care of materials which are physically endangered, and library preservation encompasses everything which serves to prolong the life of those materials and/or their informational content..."***

The survey you are about to complete asks questions concerning your library's present preservation practices and needs. It is part of a project to discover the preservation needs of Florida academic and public libraries in preparation for developing options to meet the needs which cannot be met by individual libraries. Therefore, it is important that you answer all the questions.

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*Pamela W. Darling, "To the Editor," Conservation Administration News 22 (July 1985): 3.

FLORIDA LIBRARY PRESERVATION NEEDS ASSESSMENT SURVEY

EACH ADMINISTRATIVE UNIT (i.e., headquarters and branches) of your library system will receive this questionnaire. Therefore, this copy should be completed only for the administrative unit you represent, NOT FOR ALL UNITS IN YOUR SYSTEM. If your library is the only facility in the system, answer for your library.

PLEASE NOTE:

- **IF YOURS IS A HEADQUARTERS LIBRARY WHICH HAS ONE OR MORE BRANCHES, ANSWER ONLY FOR THE HEADQUARTERS LIBRARY.**
- **IF YOURS IS A BRANCH LIBRARY, ANSWER ONLY FOR THE BRANCH.**
- **IF YOUR LIBRARY IS NOT IN ONE OF THE TWO CATEGORIES ABOVE, ANSWER FOR YOUR LIBRARY.**

BINDERY SERVICES

1. Do you use a commercial library bindery?

    1. YES 2. NO

2. If the answer to question 1 is YES, what bindery(ies) do you use? (Circle all that apply.)

    1. AMERICAN BINDERY-DOBBS DIVISION
    2. BOUND TO STAY BOUND
    3. EVERETT'S BINDERY
    4. HECKMAN
    5. HERTZBERG-NEW METHOD
    6. JOSEPH RUZICKA SOUTH
    7. NATIONAL (Atlanta)
    8. SOUTHERN LIBRARY BINDERY
    9. TUSCALOOSA LIBRARY BINDERY
    10. OTHER (Please specify):

3. Does your binder provide the following services? (Circle all that apply and place bindery name(s) or number(s) from question 2 after the appropriate service.)

	BINDERY(IES)
1. BOX MAKING (clam shell, phase boxes, etc.)	
2. RE-CASING (adding only a new cover to textblock)	
3. DEACIDIFICATION	
4. ENCAPSULATION (flat paper between 2 sheets of polyester film whose edges are sealed)	
5. NONE	
6. DON'T KNOW	

4. If you have a binding problem which requires specialized knowledge to solve, what do you do? (Please NUMBER IN RANK ORDER, 1=HIGHEST to 10=LOWEST, all that apply, or circle DON'T KNOW.)

_____ CONTACT ANOTHER LIBRARY (If so, which one?)

_____ CONSULT WITH YOUR BINDER
_____ CONSULT WITH A CONSERVATOR (If so, which one?)

_____ CALL THE LIBRARY OF CONGRESS
_____ CONSULT A PUBLICATION (If so, which one?)

_____ CALL SOLINET
_____ CALL THE STATE LIBRARY
_____ RELY ON OWN EXPERTISE
_____ NOTHING
_____ OTHER (Please describe):

DON'T KNOW

REPAIR OF LIBRARY MATERIALS

5. Please indicate which of the following procedures, if any, are carried out in your library. (Circle all numbers that apply.)

1. BASIC MENDING OR MINOR REPAIRS OF BOOKS
2. BASIC MENDING OR MINOR REPAIRS OF PAPER
3. DEACIDIFYING SHEETS OF PAPER
4. DRY CLEANING SURFACES OF DOCUMENTS
5. MYLAR ENCAPSULATION
6. PLACING ARCHIVAL HOLDINGS IN ACID-FREE FOLDERS & BOXES
7. PLACING DETERIORATED VOLUMES IN PHASE BOXES OR OTHER PROTECTIVE ENCLOSURES
8. REMOVING, COPYING, OR SEGREGATING NEWSPRINT OR HIGHLY ACIDIC PAPERS WITHIN ARCHIVAL/MANUSCRIPT COLLECTIONS
9. REMOVING PHOTOGRAPHIC MEDIA FROM ACIDIC ENVELOPES & SEGREGATING THEM FROM THE PAPER COLLECTION
10. REMOVING OR REPLACING RUSTED OR DAMAGED FASTENERS
11. SIMPLE TESTING (inks or pH)
12. OTHER CONSERVATION TREATMENTS (Please specify):

13. NONE OF THE ABOVE

6. Give the title and department location of the staff position(s) which decides the TYPE of book repair to be done:

POSITION TITLE	DEPARTMENT LOCATION

7. Where do you purchase your conservation and/or book and paper repair supplies? (Circle all that apply.)

    1. BRODART
    2. CONSERVATION MATERIALS LTD.
    3. CONSERVATION RESOURCES INTERNATIONAL
    4. DEMCO
    5. GAYLORD
    6. HIGHSMITH
    7. HOLLINGER CORPORATION
    8. JOANNA WESTERN MILLS
    9. LIGHT IMPRESSIONS
    10. TALAS
    11. UNIVERSITY PRODUCTS
    12. OTHER (Specify):

8. Where does your staff receive training for the repair of the materials in your collection? (Circle all that apply.)

    1. DO-IT-YOURSELF
    2. IN ANOTHER LIBRARY (Which one(s)):
    3. ON-THE-JOB BY OTHER STAFF MEMBERS
    4. LIBRARY SUPPLY COMPANIES
    5. LIBRARY SCHOOLS
    6. MANUALS
    7. WORKSHOPS
    8. OTHER (Describe):
    9. DON'T KNOW

9. If you circled WORKSHOPS in question 8, what organizations sponsored and/or conducted them (it)?

    1. ALA/LRTS
    2. ARL
    3. FLA
    4. SAA
    5. SOLINET
    6. TBLC
    7. OTHER (Specify):

10. Are your library materials mended with transparent pressure sensitive tape?

    1. YES
    2. NO

11. If the answer to question 10 is YES, what type do you use? (Circle all that apply.)

    1. ARCHIVAL AIDS DOCUMENT REPAIR TAPE
    2. FILMOPLAST
    3. POLYETHYLENE TAPE
    4. SCOTCH TAPE
    5. OTHER (Specify):

    6. DON'T KNOW

12. Are book covers mended with cloth tapes?

    1. YES 2. NO

13. Are there any laminated materials in your collection?

    1. YES 2. NO 3. DON'T KNOW

14. Do you currently laminate any of your materials?

    1. YES 2. NO 3. DON'T KNOW

15. If the answer to question 14 is YES, what type of materials do you laminate?

    1. ARCHIVES AND MANUSCRIPT MATERIALS
    2. MAPS
    3. POSTERS IN THE LIBRARY COLLECTION
    4. PRINTS
    5. PUBLIC SERVICE ANNOUNCEMENTS
    6. OTHER (Please describe):

DISPOSITION DECISIONS

16. Approximately what portion of your collection was published or produced AFTER the mid-1800's?

    1. ALMOST ALL
    2. PROBABLY MORE THAN 75%
    3. PROBABLY 50-75%
    4. PROBABLY 25-50%

17. Do you have a procedure for identifying brittle materials?

    1. YES   2. NO

18. If you find a brittle item, what do you do about it? (Please circle all that apply.)

    1. HAVE IT DEACIDIFIED
    2. HAVE IT ENCAPSULATED
    3. HAVE IT REBOUND
    4. NOTHING (i.e., return it to the stacks)
    5. PHOTOCOPY IT
    6. PLACE IT IN A RESTRICTED ACCESS COLLECTION
    7. PLACE IT IN A PROTECTIVE ENCLOSURE AND RETURN TO SHELF
    8. REPLACE IT WITH A MICROFORMAT
    9. RELY ON INTERLIBRARY LOANS TO FULFILL USAGE REQUESTS
    10. REPLACE IT WITH A REPRINT OR NEWER EDITION
    11. WITHDRAW IT FROM THE COLLECTION
    12. OTHER (Please specify):

19. In the last three years, did your library, for any reason, have any holdings reproduced for preservation purposes on microfilm or microfiche?

    1. YES   2. NO ——> If NO, skip to question 33.

20. If the answer to question 19 is YES, what was the PRIMARY purpose for which the materials were microfilmed? (Circle only one.)

    1. LIMIT HANDLING OF ORIGINALS
    2. PRESERVE THE INFORMATION CONTENT
    3. INCREASE RESEARCH USE OF THE MATERIALS
    4. PUBLISH IN MICROFORM
    5. OTHER (Please specify):

21. Was the filming carried out under contract by a VENDOR?

    1. YES   2. NO ——> If NO, skip to question 24.

22. If the answer to question 21 is YES, please give the name of the VENDOR(s):

23. Is the filming by your VENDOR(s) done in accordance with one or more of the following standards and/or guidelines and specifications? (Circle all that apply):

1. AMERICAN NATIONAL STANDARDS INSTITUTE (ANSI)
2. ASSOCIATION FOR INFORMATION AND IMAGE MANAGEMENT (AIIM)
3. LIBRARY OF CONGRESS SPECIFICATIONS
4. RESEARCH LIBRARIES GROUP (RLG) SPECIFICATIONS
5. OTHER (Specify):

6. DON'T KNOW

24. Do you do any of your own microfilming IN-HOUSE, i.e., with your own camera(s) and staff?

1. YES 2. NO ———> If NO, skip to question 26.

25. Is the IN-HOUSE filming done in accordance with one or more of the following standards and/or guidelines and specifications? (Circle all that apply):

1. AMERICAN NATIONAL STANDARDS INSTITUTE (ANSI)
2. ASSOCIATION FOR INFORMATION AND IMAGE MANAGEMENT (AIIM)
3. LIBRARY OF CONGRESS SPECIFICATIONS
4. RESEARCH LIBRARIES GROUP (RLG) SPECIFICATIONS
5. OTHER (Specify):

6. DON'T KNOW

26. Whether the filming is done by a vendor or in-house, where are the master negatives (or camera negatives) stored?

1. IN THE LIBRARY BUILDING OR ON CAMPUS
2. AT A REMOTE SITE
3. OTHER (Please describe):

4. DON'T KNOW

27. Do you catalog the microforms you generate?

1. YES 2. NO

28. Do you report the existence of your master microforms to one or more of the following? (Circle all that apply.)

    1. NATIONAL REGISTER OF MICROFILM MASTERS (NRMM)
    2. ONLINE COMPUTER LIBRARY CENTER, INC. (OCLC)
    3. RESEARCH LIBRARIES INFORMATION NETWORK (RLIN)
    4. OTHER UNION LISTING (Specify):

    5. NONE OF THE ABOVE

29. Do you microfilm materials for other offices, collections, or the public?

    1. YES 2. NO

30. If the answer to question 29 is YES, for what groups is this filming chiefly done?

31. Do you currently have a grant to do preservation microfilming?

    1. YES 2. NO

32. If the answer to question 31 is YES, what is the source of the grant?

PRESERVATION TRAINING

33. Have any of your staff members had preservation training or attended a preservation workshop?

    1. YES 2. NO 3. DON'T KNOW

34. If the answer to question 33 is YES, which staff members have been trained:

    1. ALL
    2. ALL PAGES
    3. SOME PAGES

4. ALL SUPPORT STAFF
5. SOME SUPPORT STAFF
6. ALL LIBRARIANS
7. SOME LIBRARIANS
8. OTHER (Please specify):

35. Are there any people in your library who have received training in conservation techniques or preservation administration through graduate course-work or formal apprenticeships? (EXCLUDE workshops and training courses of three days or less.)

1. YES 2. NO 3. DON'T KNOW

36. If the answer to question 35 is YES, please list the names of the courses and the institution(s) or sponsor(s):

COURSE	SPONSOR

PRESERVATION SERVICES AND NEEDS

37. Does your library have specific WRITTEN procedures for any of the following processes? (Circle all numbers that apply.)

1. CONTRACTING FOR PRESERVATION SERVICES (Please describe the services requested):

2. REFORMATTING IN MICROFORMATS
3. REPLACING DETERIORATED ORIGINALS
4. NONE OF THE ABOVE
5. OTHER (Describe):

38. Have you ever had materials from your collection physically restored (not microfilmed) by a professional conservator?

1. YES 2. NO 3. DON'T KNOW

39. If the answer to question 38 is YES, please give the name(s) of the conservator(s):

40. Within the past five years, have you conducted a survey of any portion of your collections to identify possible preservation problems? (If so, please attach a copy to this questionnaire.)

1. YES 2. NO 3. IN PROCESS

41. Do you have a WRITTEN disaster preparedness plan to minimize damage to library materials in the event of a disaster?

1. YES 2. NO 3. IN PROCESS

42. Do you have a plan for the salvage of library materials in the event of a disaster?

1. YES 2. NO 3. IN PROCESS

43. Do you have a written preservation plan? (If so, please attach a copy if possible; otherwise, describe it in the COMMENTS section on the back cover of this questionnaire and indicate the topics it covers.)

1. YES 2. NO 3. IN PROCESS 4. PLAN ATTACHED

44. Have you ever engaged a preservation consultant to survey all or any part of your building or collection from a preservation perspective?

1. YES 2. NO 3. DON'T KNOW 4. MIGHT IN FUTURE

45. If the answer to question 44 is YES, please summarize the purpose of that work and provide information on when and by whom it was done. (If more space is needed, attach to the end of the questionnaire.)

46. What do you consider the three most important parts of your collection?

47. Rank your three most serious preservation problems:

RANK	PRESERVATION PROBLEM
1	
2	
3	

48. What steps have you already taken to prolong the life of your collections? (Check all that apply.)

1. IMPROVING ENVIRONMENTAL CONDITIONS
2. STAFF TRAINING
3. UPGRADING BINDING PROCEDURES
4. UPGRADING REPAIR PROCEDURES
5. UPGRADING STORAGE MATERIALS
6. OTHER (Please specify):

7. NONE

49. Do you regularly monitor the environment in the stack area(s) of your building? (Circle the appropriate answer.)

1. EVERY DAY
2. WEEKLY
3. MONTHLY
4. SOMETIMES (When):

5. NEVER

50. Do any of the following categories of materials in your library need preservation treatment? (For each category, provide a brief statement about the type of treatment needed and the approximate percentage of that part of the collection needing the treatment. Use additional sheets if necessary and attach to back of questionnaire.)

MEDIUM	PROBLEM	%
1. BOOKS (General)	______________________________	/ ____
2. SERIALS	______________________________	/ ____
3. RARE BOOKS	______________________________	/ ____
4. ARCHIVES/MANUSCRIPTS	______________________________	/ ____
5. PUBLIC RECORDS	______________________________	/ ____
6. NEWSPAPERS	______________________________	/ ____
7. MICROFILM	______________________________	/ ____
8. MICROFICHE	______________________________	/ ____
9. MAPS	______________________________	/ ____
10. BLUEPRINTS	______________________________	/ ____
11. POSTERS	______________________________	/ ____
12. PHOTOGRAPHS (Prints, slides & negatives)	______________________________	/ ____
13. SOUND RECORDINGS	______________________________	/ ____
14. OTHER AV ITEMS (Videotape, motion picture film, etc.)	______________________________	/ ____

15. COMPUTER-BASED MEDIA ______________________________/____

16. ART-WORK ON PAPER ______________________________/____

17. OTHER (Specify): ______________________________/____

______________________________/____

______________________________/____

51. What three preservation problems cannot be met by your library?

52. What is the most serious preservation problem facing libraries in: (Give a brief statement for each.)

PROBLEM

1. YOUR COUNTY
2. YOUR 5 OR 6 COUNTY REGION
3. THE STATE

PRESERVATION SERVICES DESIRED

53. In this section please indicate which of the following services your library would be interested in as a participant in a cooperative preservation program. These services are listed and briefly described below.

Check **FREE** if you would only be interested in the service if it were offered free of charge.

Check **AT COST** if you would still be interested in the service if it were offered on an appropriate cost-recovery basis that was affordable for your library.

Check **WOULD NOT USE** if you think that you would never use this service.

	FREE	AT COST	WOULD NOT USE	SERVICE
1.	____	____	____	CONSULTING on-site at individual libraries to survey building and collection conditions and make recommendations.
2.	____	____	____	DISASTER ASSISTANCE in the event of major fire or water damage.
3.	____	____	____	FUMIGATION of library materials.
4.	____	____	____	INFORMATION over the phone or by letter on specific techniques and procedures, to advise on problems, and to suggest sources of equipment and supplies.
5.	____	____	____	MASS DEACIDIFICATION.
6.	____	____	____	NEWSLETTER containing current information on national conservation/preservation topics, updates on preservation technology, news of local programs, descriptions of new techniques, availability of equipment and supplies, and reviews of publications.
7.	____	____	____	ON-LINE BIBLIOGRAPHIC SEARCHES to pull together relevant citations on specific subjects relating to conservation.
8.	____	____	____	ON-SITE TRAINING to assist individual libraries in planning and implementing programs in environmental control, maintenance, repairs, and treatment.

	FREE	AT COST	WOULD NOT USE	SERVICE
9.	____	____	____	PRESERVATION MICROFILMING.
10.	____	____	____	REFERRAL to conservation specialists, building, HVAC (Heating, Ventilating and Air Conditioning) or safety engineers.
11.	____	____	____	TRAINING at a conservation laboratory in the state or in the southeast. A typical training session would last three to five days.
12.	____	____	____	TRAINING MATERIALS to help libraries develop "in-house" expertise, including written procedures, slide/tape presentations, training kits, selected readings, etc.
13.	____	____	____	TREATMENT SERVICES for rare, unique, or valuable materials at a conservation laboratory in the state: to include a wide range of conservation treatments and protective enclosures.
14.	____	____	____	WORKSHOPS to introduce the preservation problem and how it affects library collections, to explain preservation principles, and to demonstrate repair and maintenance techniques.
15.	____	____	____	COORDINATION of mass deacidification, preservation microfilming, fumigation, and disaster preparedness activities throughout the state.
16.	____	____	____	OTHER SERVICES DESIRED (Describe):

54. Rank three services in question 53 that are most important to you, regardless of possible costs. (Place the number for the service next to the rank number.)

RANK	SERVICE
1	
2	
3	

PRESERVATION SUPPORT

55. Do you currently have a budget line(s) devoted to preservation?

1. YES 2. NO 3. DON'T KNOW

56. If the answer to question 55 is NO or DON'T KNOW, do you currently devote some funds to preservation purposes?

1. YES
2. NO ——> If you did not answer YES, please skip to question 60.
3. DON'T KNOW

57. If the answer to question 56 is YES, for what purposes are these funds allocated? Please indicate, if possible, the approximate level of annual expenditures for each area from regularly appropriated and/or other source(s).

	AREA	SOURCE OF FUNDING APPROPRIATED	OTHER
1.	CONTRACT BINDING	________	________
2.	CONTRACT CONSERVATION SERVICES	________	________
3.	ENVIRONMENTAL MONITORING EQUIPMENT	________	________
4.	PRESERVATION MICROFILMING	________	________
5.	REPAIR SUPPLIES	________	________
6.	REPAIR EQUIPMENT	________	________
7.	SALARIES FOR PRESERVATION STAFF	________	________
8.	OTHER (Please specify):	________	________
		________	________

58. Is the budget adequate for preservation work?

1. YES 2. NO 3. DON'T KNOW

59. If the answer to question 58 is NO, where are you short of funds? (Use the area numbers from question 57 for your answer.)

60. Do you have a preservation department?

1. YES
2. NO ——> Skip to question 62.

61. If the answer to question 60 is YES, please provide a brief statement of the scope of its responsibilities:

62. What is the approximate size of the staff working on preservation activities? (Note: FTE = Full-Time Equivalencies.)

POSITION	NUMBER OF PEOPLE	FTE's
1. PRESERVATION ADMINISTRATOR	______	______
2. PROFESSIONAL CONSERVATORS	______	______
3. CONSERVATION TECHNICIANS	______	______
4. LIBRARIANS	______	______
5. SUPPORT STAFF	______	______
6. STUDENT ASSISTANTS	______	______
7. VOLUNTEERS	______	______
8. OTHERS	______	______

63. Do you have a preservation committee within your library?

1. YES 2. NO ——> Skip to question 66.

64. If the answer to question 63 is YES, give the positions and titles of the persons on the committee: (For example, a position might be Librarian I & the title, Head of Serials.)

POSITION TITLE

65. Briefly indicate what the committee's activities are or attach a copy of its charge.

66. Does your organization have a conservation laboratory that may be used for conservation activities in your library?

1. YES
2. NO
3. DON'T KNOW

If you did not answer YES, please skip to question 69.

67. Is the laboratory under the control of the library?

1. YES   2. NO   3. DON'T KNOW

68. If the answer to question 67 is NO, who does control the laboratory, i.e., to whom does it belong?

69. Do you have equipment that may be used for conservation in your library?

1. YES
2. NO
3. DON'T KNOW

If you did not answer YES, please skip to question 74.

70. Please indicate the equipment available for use by the library by circling all that apply:

1. BOOK-BINDING EQUIPMENT
2. CREASING MACHINE (For making boxes)
3. FREEZER
4. FUMIGATION CHAMBER
5. LAMINATOR
6. ULTRA-SONIC or HEAT WELD ENCAPSULATOR
7. OTHER (Please specify):

71. Is the equipment under the control of the library?

1. YES 2. NO 3. DON'T KNOW

72. If the answer to question 71 is NO, who does control the equipment, i.e., to whom does it belong?

73. Would you be interested in providing access to this equipment by other libraries? (After answering this question go to question 76.)

1. YES 2. NO 3. DON'T KNOW

74. If you do not have such equipment, do you have need for access to it?

1. YES 2. NO 3. DON'T KNOW

75. If you answered YES to question 74, what equipment do you need? (Circle all that apply):

1. BOOK-BINDING EQUIPMENT
2. CREASING MACHINE (For making boxes)
3. FREEZER
4. FUMIGATION CHAMBER
5. LAMINATOR
6. ULTRA-SONIC or HEAT WELD ENCAPSULATOR
7. OTHER (Please specify):

76. Would you be interested in purchasing the equipment in question 75 and/or other conservation equipment with other libraries, perhaps through a consortium which would provide access to the equipment?

1. YES 2. NO 3. DON'T KNOW

GENERAL INFORMATION (For your administrative unit only.)

77. When was your:

1. LIBRARY ESTABLISHED? (Year):
2. PRESENT BUILDING CONSTRUCTED? (Year):
3. PRESENT BUILDING MOST RECENTLY RENOVATED? (Year):

78. Please give the approximate extent of your holdings in the following categories. For each item, provide the quantity in whatever unit of measurement is most convenient. (If some of this information is too time consuming to report, supply what is available and skip to the next question.)

MEDIUM	QUANTITY	UNIT OF MEASUREMENT (Circle the UNIT of measurement you are using.)
1. BOOKS (General)	________	VOLUMES - TITLES
2. SERIALS	________	VOLS - TITLES - SUBSCR'NS
3. RARE BOOKS	________	VOLUMES - TITLES
4. ARCHIVES/MANUSCRIPTS	________	LINEAR - CUBIC FT - ITEMS
5. PUBLIC RECORDS	________	LINEAR - CUBIC FT - ITEMS
6. NEWSPAPERS	________	VOLS - TITLES - SUBSCR'NS
7. MICROFILM	________	REELS - TITLES
8. MICROFICHE	________	PIECES - TITLES
9. MAPS	________	ITEMS
10. BLUEPRINTS	________	ITEMS
11. POSTERS	________	ITEMS
12. PHOTOGRAPHS (Prints, slides & negatives)	________	LINEAR - CUBIC FT - ITEMS
13. SOUND RECORDINGS	________	ITEMS
14. OTHER AV ITEMS (Videotape, motion picture film, etc.)	________	ITEMS
15. COMPUTER-BASED MEDIA	________	ITEMS
16. ART-WORK ON PAPER	________	ITEMS

17. OTHER (Specify): ________

79. Please classify your library into ONE of these categories:

1. ARL LIBRARY
2. ARL LIBRARY - BRANCH LIBRARY
3. UNIVERSITY LIBRARY (non ARL)
4. UNIVERSITY LIBRARY (non ARL) - BRANCH LIBRARY
5. COLLEGE LIBRARY
6. COLLEGE LIBRARY - BRANCH LIBRARY
7. COMMUNITY COLLEGE LIBRARY
8. COMMUNITY COLLEGE LIBRARY - BRANCH CAMPUS LIBRARY
9. PUBLIC LIBRARY - HEADQUARTERS OF A SYSTEM, ETC.
10. PUBLIC LIBRARY - ONLY FACILITY IN THE SYSTEM
11. PUBLIC LIBRARY - BRANCH
12. BRANCH OF A COMBINED ACADEMIC/PUBLIC LIBRARY
13. OTHER (Specify):

80. What is the total size of your staff? (Note: FTE = Full-Time Equivalencies.)

1. LIBRARIANS	______	FTE's
2. SUPPORT STAFF	______	FTE's
3. STUDENT ASSISTANTS, REPRESENTING	______	FTE's
4. VOLUNTEERS, REPRESENTING	______	FTE's
5. OTHERS REPRESENTING	______	FTE's

81. What is your own position and title in your library. (For example, your position might be Librarian V and title, Head Librarian.)

POSITION	TITLE

82. What is your name (optional):

83. Office telephone number:

84. Are you responsible for formulating or revising policies concerning preservation activities in your library?

1. YES 2. NO

Any comment you wish to make, either here or in a separate letter, that will clarify the information you have given on this questionnaire, and/or will help promote good preservation practice, will be appreciated.

Your contribution to this effort is very greatly appreciated. If you would like a summary of results, please print your name and address on the back of the return envelope, NOT on this questionnaire. Please do not forget to send us a copy of your preservation survey and plan, if you have them. If you have mislaid or do not wish to use the return envelope, send the questionnaire and all accompanying or supporting materials to: **John N. DePew, LSB 232, School of Library & Information Studies, Florida State University, Tallahassee, FL 32306-2048.**

FOLLOW-UP POST CARD

Dear Librarian: September 27, 1989

Last week a questionnaire seeking information concerning the preservation needs of your library was sent to you. Your library will benefit from the implementation of a state-wide library preservation needs support program as a result of the data gathered during this survey.

If you have already completed and returned the questionnaire to me, please accept my sincere thanks. If not, please do so today. It is extremely important that your response be included in the study if the results are to accurately reflect the status of the preservation requirements of Florida academic and public libraries.

If by some chance you did not receive the questionnaire, or it was misplaced, please write, or call me immediately at (904) 644-5775, and I will send one in the mail to you at once.

Sincerely,

John N. DePew
Project Director

Sch. of Library & Info. Studies
LSB 232, Florida State University
Tallahassee, Florida 32306-2048

FOLLOW-UP LETTER

October 16, 1989

Head Librarian
Library
100 Main Street
Post Office Box 123
Anytown, FL 32000

Dear Ms. Librarian:

About three weeks ago I wrote to you seeking information about any problem areas you may have in preserving your library collection, if you had any materials requiring more attention than your resources can currently support, and what areas in preservation you would like to have assistance, either at cost or free. As of today I have not received your completed questionnaire.

The State Library of Florida is funding this research through an LSCA Title III grant to assist in the planning of programs to help your library and others in providing services that will assist in solving your preservation problems. These services will not be limited to rare and unique items, but could help in prolonging the useful life of all significant materials in your collection. All academic and public libraries in Florida have been asked to respond.

I am writing to you again because of the importance the response of each library has to the usefulness of the study. If a significant preservation need is expressed, a proposal will be made for funds from either the state legislature, the National Endowment for the Humanities or a similar organizations, or both. Information from your library will help determine the direction and content of any action that will be taken to help improve the condition of materials in libraries in the state. Therefore, in order to be effective, it is essential that your questionnaire be returned.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Sincerely,

John N. DePew
Project Director

APPENDIX D

COUNTY AND LIBRARY SYSTEM CODES

Part I. Florida County Codes

Counties	Codes*
Alachua	01
Baker	02
Bay	03
Bradford	04
Brevard	05
Broward	06
Calhoun	07
Charlotte	08
Citrus	09
Clay	10
Collier	11
Columbia	12
Dade	13
Desoto	14
Dixie	15
Duval	16
Escambia	17
Flagler	18
Franklin	19
Gadsden	20
Gilchrist	21
Glades	22
Gulf	23
Hamilton	24
Hardee	25
Hendry	26
Hernando	27
Highlands	28
Hillsborough	29
Holmes	30
Indian River	31
Jackson	32
Jefferson	33
Lafayette	34
Lake	35
Lee	36
Leon	37
Levy	38
Liberty	39
Madison	40
Manatee	41

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*These codes were used to identify the counties of each responding library in the Survey System.

Counties	Codes[*]
Marion	42
Martin	43
Monroe	44
Nassau	45
Okaloosa	46
Okeechobee	47
Orange	48
Osceola	49
Palm Beach	50
Pasco	51
Pinellas	52
Polk	53
Putnam	54
St. Johns	55
St. Lucie	56
Santa Rosa	57
Sarasota	58
Seminole	59
Sumter	60
Suwannee	61
Taylor	62
Union	63
Volusia	64
Wakulla	65
Walton	66
Washington	67

Part II. Public Library System Codes

Code[**]	Public Library System
31	Alachua County Library District
32	Brevard County System
33	Broward County Division of Libraries
34	Calhoun County Public Library System
35	Central Florida Regional Library System
36	Charlotte-Glades County Library System
37	Citrus County Library System

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[*] These codes were used to identify the counties of each responding library in the Survey System.

[**] These codes were used in the Survey System to identify the units of a public library system.

Code*	Public Library System
38	Clay County Library System
39	Clearwater Public Library System
40	Collier County Library System
41	Gadsden County Library System
42	Hendry County Library System
43	Hernando County Library System
44	Hialeah John F. Kennedy Library
45	Highlands County Library System
46	Indian River County Library System
47	Jackson County System
48	Jacksonville Public Libraries
49	Lake County Library System
50	Lee County Library System
51	Leon County Public Library System
52	Manatee County System
53	Martin County Public Library
54	Miami-Dade System
55	Monroe County System
56	Northwest Regional Library System
57	Orange County Library System
58	Osceola County Public Library System
59	Palm Beach County Cooperative Library System
60	Pasco County Library System
61	Pompano Beach Public Library System
62	Putnam County Library System
63	Sarasota County Library System
64	Seminole County Library System
65	Seminole Tribal System
66	St. Johns County System
67	St. Lucie County Library System
68	St. Petersburg Public Library System
69	Suwannee River Regional Library System
70	Tampa-Hillsborough County System
71	Volusia County Library System
72	West Florida Regional System
73	Lakeland Public Library
74	Columbia County Public Library

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*These codes were used in the Survey System to identify the units of a public library system.

Part III. Academic Library Systems

Code*	Academic Library System
01	Brevard Community College Library
02	Broward Community College
03	Florida Agricultural & Mechanical University
04	Florida Community College
05	Florida Institute of Technology
06	Florida International University
07	Florida State University
08	Hillsborough Community College
09	Manatee Community College
10	Miami-Dade Community College
11	Palm Beach Junior College
12	Pasco-Hernando Community College
13	Pensacola Junior College
14	St. Petersburg Junior College
15	Stetson University
16	University of Florida
17	University of Miami
18	University of South Florida
19	University of West Florida
20	Orlando College

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*Code used to identify academic library systems.

APPENDIX E

SITE VISITS

133	Broward County Division of Libraries
153	Clearwater East Library
515	Eckerd College
519	Florida Agricultural & Mechanical University, Coleman Memorial Library
533	Florida International University, Tamiami Campus Library
538	Florida State University, Robert Manning Strozier Library
543	Florida State University, Mildred and Claude Pepper Library
	Historical Museum of Southern Florida
265	Jacksonville Public Library, Main
357	Jacksonville Public Library, Northside Branch
321	Miami-Dade Public Library System
584	Saint Leo College, Cannon Memorial Library
595	Stetson University, Dupont-Ball Library
442	Tampa-Hillsborough Public Library
598	University of Central Florida Library
599	University of Florida Library
617	University of Miami, Otto G. Richter Library
619	University of Miami, School of Medicine, Louis Calder Memorial Library
622	University of North Florida Library
623	University of South Florida, Tampa Campus Library
628	University of Tampa, Merl Kelce Library
629	University of West Florida, John C. Pace Library

APPENDIX F

TABLES

TABLE 1

QUESTION 1: DO YOU USE A COMMERCIAL LIBRARY BINDERY?

	Total	Academic	Public
YES	211	92	119
%	61	86	49
NO	138	15	122
%	39	14	51
TOTAL RESPONDING	348	107	241

TABLE 2

QUESTION 2: WHAT BINDERY(IES) DO YOU USE?

	Total	Academic	Public
AMERICAN BINDERY	116	54	62
%	53	50	55
NATIONAL (ATLANTA)	24	18	6
%	11	17	5
HECKMAN	17	11	6
%	8	10	5
BOCA BOOK BINDERS	16	5	11
%	7	5	10
BOUND TO STAY BOUND	11	1	10
%	5	0	9
HERTZBERG-NEW METHOD	10	1	9
%	4	0	8
BOOK BINDERS (SARASOTA)	5	4	1
%	2	4	1
EAST COAST BINDER (JAX)	5	3	2
%	2	3	2
GENERAL BOOKBINDING	3	3	0
%	1	3	0
FLORENTINE	3	3	0
%	1	3	0
BINDEX (DAYTONA BEACH)	2	0	2
%	0	0	2
LOCAL BINDER	2	0	2
%	0	0	2
STAFFORD BINDERY	2	2	0
%	0	2	0
BATISTA BINDERY	1	0	1
%	0	0	1
JOSEPH RUZICKA SOUTH	1	1	0
%	0	0	0
SOUTHERN	1	1	0
%	0	0	0
ZODIAC	1	1	0
%	0	0	0
TOTAL RESPONDING	220	108	112

TABLE 3

QUESTION 3: WHAT SERVICES DOES YOUR BINDER PROVIDE?

Service	Total
RE-CASING	65
%	24
BOX MAKING	32
%	12
NONE	11
%	4
ENCAPSULATION	10
%	4
DEACIDIFICATION	8
%	3
DON'T KNOW	144
%	53
TOTAL RESPONDING	214

TABLE 4

QUESTION 4: WHAT DO YOU DO WHEN YOU HAVE A BINDING PROBLEM?*
(Total libraries responding = 292)

	Total	Percent
CONTACT ANOTHER LIBRARY	289	52
CONSULT WITH YOUR BINDER	94	17
CONSULT WITH A CONSERVATOR	64	11
CALL THE LIBRARY OF CONGRESS	32	6
CONSULT A PUBLICATION	21	4
CALL SOLINET	16	3
RELY ON OWN EXPERTISE	16	3
CALL THE STATE LIBRARY	15	3
NOTHING	13	2
OTHER	0	0
DON'T KNOW	0	0
TOTAL RESPONDING	560	100

*Total number of responses are more than the number of libraries responding because a library could make multiple responses.

TABLE 5

QUESTION 5: WHICH PROCEDURES ARE CARRIED OUT IN YOUR LIBRARY?*

	Total	Academic	Public
Mending books	344	103	241
%	39	31	44
Mending paper	212	65	147
%	24	20	27
Remove rust fastener	62	29	33
%	7	9	6
Acid-free folder/box	59	30	29
%	7	9	5
Encapsulation	46	19	27
%	5	6	5
Protective enclosure	35	21	14
%	4	6	3
Remove acid papers	33	17	16
%	4	5	3
Remove photos	26	13	13
%	3	4	2
Dry cleaning	13	9	4
%	1	3	1
Deacidifying paper	10	7	3
%	1	2	1
Testing	10	7	3
%	1	2	1
Other	8	5	3
%	1	2	1
None of above	14	3	11
%	2	5	2
Total responding	360	108	252

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 6-1

QUESTION 6A: WHAT IS THE POSITION OF THE PERSON WHO DECIDES TYPE OF BOOK REPAIR?

	Total	Academic	Public
LIBRARIAN	172	62	110
%	59	71	54
PARAPROFESSIONAL	55	12	43
%	19	14	21
SUPERVISOR	44	9	35
%	15	10	17
OTHER	21	4	17
%	7	5	8
TOTAL RESPONDING	292	87	205

TABLE 6-2

QUESTION 6B: WHAT IS THE DEPARTMENT OF THE PERSON WHO DECIDES TYPE OF BOOK REPAIR?

	Total	Academic	Public
TECHNICAL SERVICES	71	26	45
%	30	35	28
BRANCH	44	4	40
%	19	5	25
CIRCULATION	30	5	25
%	13	7	15
MAIN	25	6	19
%	10	8	12
OTHER	14	6	8
%	6	8	5
ADMINISTRATION	13	4	9
%	5	5	6
REFERENCE	10	0	10
%	4	0	6
SERIALS	7	6	1
%	3	8	1
CATALOGING	6	5	1
%	3	7	1
PRESERVATION OFFICE	6	6	0
%	3	8	0
READERS' SERVICES	6	3	3
%	3	4	2
ACQUISITIONS	5	4	1
%	2	5	1
TOTAL RESPONDING	237	75	162

TABLE 7

QUESTION 7: WHERE DO YOU PURCHASE REPAIR SUPPLIES?

	Total	Academic	Public
Gaylord	215	66	149
%	25	24	20
Demco	168	54	114
%	20	20	20
Brodart	144	42	102
%	17	15	18
Highsmith	143	40	103
%	17	15	18
University Products*	87	34	53
%	10	13	9
Hollinger Corporation*	11	11	0
%	1	4	0
Light Impressions*	9	8	1
%	1	3	0
TALAS*	7	5	2
%	1	2	0
Conservation Research International	2	0	2
%	0	0	1
Other	60	9	51
%	7	3	9
Total responding	327	101	226

*Majority of products carried are suitable for archival or preservation services.

TABLE 8

QUESTION 8: WHERE DOES STAFF GET TRAINING FOR MATERIALS REPAIR?*

	Total	Academic	Public
From other staff	243	60	183
%	32	28	34
Do-it-yourself	206	59	147
%	28	27	28
Workshops	109	36	73
%	15	17	14
Manuals	91	30	61
%	12	14	11
In another library	36	9	27
%	5	4	5
Library supply company	24	6	18
%	3	3	3
Library schools	16	10	6
%	2	5	1
Other	23	5	18
%	3	2	3
Don't know	1	0	1
%	0	0	0
Total responding	353	105	248

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 9

QUESTION 9: WHAT ORGANIZATIONS SPONSORED WORKSHOPS?

	Total	Academic	Public
In-House	29	4	25
%	21	8	29
SOLINET	24	14	10
%	18	29	12
FLA	20	6	14
%	15	12	16
PBCLA/FPLA	12	1	11
%	9	2	13
TBLC	11	7	4
%	8	14	5
FSU/State Library	8	3	5
%	6	6	6
Vendor	8	3	5
%	6	6	6
ALA/LRTS	5	4	1
%	4	4	1
OTHER	18	7	11
%	13	14	13
Total responding	135	49	86

TABLE 10

QUESTION 10: ARE YOUR LIBRARY MATERIALS MENDED WITH TRANSPARENT PRESSURE SENSITIVE TAPE?

	Total	Academic	Public
YES	270	78	192
%	79	75	81
NO	72	26	46
%	21	25	19
TOTAL RESPONDING	342	104	238

TABLE 11

QUESTION 11: WHAT KIND OF TAPE DO YOU USE?*

	Total	Academic	Public
Scotch tape	189	53	136
%	65	65	55
Polyethylene tape	48	13	35
%	16	16	14
Archival Aids	42	18	24
%	14	22	10
Filmoplast	6	3	3
%	2	4	1
Other	33	8	25
%	11	10	10
Don't know	31	5	26
%	11	6	10
Total responding	291	81	210

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 12

QUESTION 12: ARE BOOK COVERS MENDED WITH CLOTH TAPE?

	Total	Academic	Public
YES	201	68	133
%	58	64	55
NO	145	38	107
%	42	36	45
TOTAL RESPONDING	346	106	240

TABLE 13

QUESTION 13: ARE THERE ANY LAMINATED MATERIALS IN YOUR COLLECTION?

	Total	Academic	Public
NO	169	46	123
%	47	44	49
YES	162	51	111
%	45	49	44
DON'T KNOW	26	8	18
%	7	8	7
TOTAL RESPONDING	357	105	252

TABLE 14

QUESTION 14: DO YOU CURRENTLY LAMINATE ANY OF YOUR LIBRARY MATERIALS?

	Total	Academic	Public
NO	239	64	175
%	67	61	69
YES	113	38	75
%	32	36	30
DON'T KNOW	6	3	3
%	2	3	1
TOTAL RESPONDING	358	105	253

TABLE 15

QUESTION 15: WHAT TYPE OF MATERIALS DO YOU LAMINATE?*

	Total	Academic	Public
POSTERS	76	21	55
%	31	26	33
MAPS	45	12	33
%	18	15	20
PUB. SER. ANNOUNCE.	37	17	20
%	15	21	12
PRINTS	26	14	12
%	10	18	7
ARCHIVES/MANUSCRIPTS	17	4	13
%	7	5	8
OTHER	47	12	35
%	19	15	21
TOTAL RESPONDING	122	39	83

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 16

QUESTION 16: APPROXIMATELY WHAT PORTION OF YOUR COLLECTION WAS PUBLISHED AFTER THE MID-1800'S?

	Total	Academic	Public
ALMOST ALL	325	92	233
%	92	85	95
MORE THAN 75%	23	14	9
%	6	13	4
50-75%	2	1	1
%	1	1	0
25-50%	4	1	3
%	1	1	1
TOTAL RESPONDING	354	108	246

TABLE 17

QUESTION 17: DO YOU HAVE A PROCEDURE FOR IDENTIFYING BRITTLE MATERIALS?

	Total	Academic	Public
NO	298	81	217
%	84	77	88
YES	55	24	31
%	16	23	12
TOTAL RESPONDING	353	105	248

TABLE 18

QUESTION 18: IF A BRITTLE ITEM IS FOUND, WHAT IS DONE?*

	Total	Academic	Public
WITHDRAW FROM COLL	222	58	165
%	30	22	35
NEW ED OR REPRINT	133	41	92
%	18	16	19
NOTHING	88	27	61
%	12	10	13
RESTRICTED ACCESS	83	39	44
%	11	15	9
PHOTOCOPIED	44	22	22
%	6	8	5
REBOUND	43	14	29
%	6	5	6
INTERLIBRARY LOANS	35	5	30
%	5	2	6
PROTECTIVE ENCLOSURE	27	19	8
%	4	7	2
MICROFORMAT	23	15	8
%	3	6	2
ENCAPSULATED	10	8	2
%	1	3	0
DEACIDIFIED	5	4	1
%	1	2	0
OTHER	27	11	16
%	4	4	3
TOTAL RESPONDING	328	101	227

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 19

QUESTION 19: DID LIBRARY HAVE ANY HOLDINGS REPRODUCED IN MICROFORMAT IN THE LAST THREE YEARS?

	Total	Academic	Public
NO	313	91	222
%	89	85	91
YES	38	16	22
%	11	15	9
TOTAL RESPONDING	351	107	244

TABLE 20

QUESTION 20: WHAT IS THE PRIMARY REASON FOR PLACING MATERIALS IN MICROFORMAT?

	Total	Academic	Public
PRESERVE INFORMATION	32	13	19*
%	80	81	79
LIMIT HANDLING ORIGINAL	5	2	3
%	13	13	13
INCREASE USE	1	1	0
%	3	6	0
PUBLISH	0	0	0
%	0	0	0
OTHER	2	0	2
%	5	0	8
TOTAL RESPONDING	40	16	24

*Two public libraries that did not microfilm holdings (a "no" answer to question 19 in table 19) said they did microfilm materials to preserve their content. If their answers are disregarded, the total responding to this question equals the total in Table 19.

TABLE 21

QUESTION 21: IS YOUR FILMING DONE UNDER CONTRACT BY A VENDOR?

	Total	Academic	Public
YES	22	9	13
%	61	60	62
NO	14	6	8
%	39	40	38
TOTAL RESPONDING	36	40	38

TABLE 22

QUESTION 22: WHAT IS THE NAME OF YOUR MICROFILMING VENDOR?

	Total	Academic	Public
UNIVERSITY MICROFILM	4	1	3
CITY/COUNTY GOVT	4	0	4
BELL & HOWELL	2	0	2
MICROGRAPHICS	2	2	0
LOCAL MICROFILMER	1	0	1
CREST MICROFILM	1	0	1
STATE ARCHIVES	1	0	1
J & J MICROFILMING	1	1	0
SOUTHEASTERN INFO SYS	1	1	0
OZONA MICROFILM, INC.	1	1	0
IN-HOUSE	1	1	0
TOTAL RESPONDING	19	7	12

TABLE 23

QUESTION 23: WHAT ARE THE STANDARDS THAT YOUR MICROFILMING VENDOR FOLLOWS?*

	Total	Academic	Public
ANSI	3	2	1
%	9	11	6
LC SPECS	3	3	0
%	9	16	0
AIIM	2	2	0
%	6	11	0
RLG	2	2	0
%	6	16	0
OTHER	3	2	1
%	9	11	6
DON'T KNOW	22	8	14
%	63	42	88
TOTAL RESPONDING	27	11	16

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 24

QUESTION 24: DO YOU DO ANY MICROFILMING IN-HOUSE?

	Total	Academic	Public
NO	48*	17	31
%	87	74	97
YES	7	6	1
%	13	26	3
TOTAL RESPONDING	55	23	32

*Seven academic and ten public libraries should not have responded to this question because they indicated in question 19 that they have not done any microfilming. They may, however, have microfilmed materials more than three years ago.

TABLE 25

QUESTION 25: IS YOUR IN-HOUSE MICROFILMING DONE IN ACCORDANCE WITH STANDARDS?[*]

	Total	Academic	Public
ANSI	3	3	0
%	18	21	0
AIIM	2	2	0
%	12	14	0
LC SPECS	2	2	0
%	12	14	0
RLG	2	2	0
%	12	14	0
OTHER	3	3	0
%	18	21	0
DON'T KNOW	5	2	3[**]
%	29	14	100
TOTAL RESPONDING	9	6	3

[*] These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

[**] Two public libraries that said they did not do any microfilming in-house answered "don't know" to this question.

TABLE 26

QUESTION 26: WHERE ARE THE MASTER NEGATIVES STORED?

	Total	Academic	Public
ON-SITE OR ON-CAMPUS	13	10	3
%	37	77	14
REMOTE SITE	10	2	8
%	29	15	36
OTHER	1	0	1
%	3	0	5
DON'T KNOW	11	1	10
%	31	8	45
TOTAL RESPONDING	35	13	22

TABLE 27

QUESTION 27: DO YOU CATALOG THE MICROFILMS YOU GENERATE?

	Total	Academic	Public
NO	26	7	19
%	65	50	73
YES	14	7	7
%	35	50	27
TOTAL RESPONDING	40	14	26

TABLE 28

QUESTION 28: DO YOU REPORT YOUR MASTER MICROFORMS?*

	Total	Academic	Public
OCLC	5	4	1
%	15	33	5
RLIN	3	3	0
%	9	25	0
NRMM	2	2	0
%	6	17	0
OTHER	2	2	0
%	6	17	0
NONE OF THE ABOVE	29	8	21
%	85	66	95
TOTAL RESPONDING	34	12	22

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 29

QUESTION 29: DO YOU MICROFILM MATERIALS FOR OTHERS?

	Total	Academic	Public
NO	46	17	29
%	92	85	97
YES	4	3	1
%	8	15	3
TOTAL RESPONDING	50	20	30

TABLE 30

QUESTION 30: WHO DO YOU MICROFILM MATERIALS FOR?

	Total	Academic	Public
PUBLIC	1	0	1
%			
IN-HOUSE DEPTS	1	1	0
%			
OTHER LIBRARIES	1	1	0
%			
TOTAL RESPONDING	3	2	1

TABLE 31

QUESTION 31: DO YOU HAVE A GRANT FOR PRESERVATION MICROFILMING?

	Total	Academic	Public
NO	48	17	31
%	94	89	97
YES	3	2	1
%	6	11	3
TOTAL RESPONDING	51	19	32

TABLE 32

QUESTION 32: WHAT IS THE SOURCE OF YOUR PRESERVATION MICROFILMING GRANT?

	Total	Academic	Public
NATIONAL ENDOWMENT FOR THE HUMANITIES	3	2	1

TABLE 33

QUESTION 33: HAVE ANY OF YOUR STAFF HAD PRESERVATION TRAINING OR ATTENDED A WORKSHOP?

	Total	Academic	Public
NO	213	53	160
%	59	49	63
YES	131	52	79
%	36	48	32
DON'T KNOW	17	4	13
%	17	4	5
TOTAL RESPONDING	361	109	252

TABLE 34

QUESTION 34: WHICH STAFF MEMBERS HAVE BEEN TRAINED IN PRESERVATION?*

	Total	Academic	Public
SOME LIBRARIANS	77	39	38
%	47	54	41
SOME SUPPORT STAFF	40	17	23
%	24	24	25
ALL LIBRARIANS	11	2	9
%	7	3	10
SOME PAGES	7	6	1
%	4	8	1
ALL	4	2	2
%	2	0	1
ALL PAGES	1	0	1
%	1	0	1
ALL SUPPORT STAFF	1	0	1
%	1	0	1
OTHER	23	6	17
%	15	8	19
TOTAL RESPONDING	127	50	77

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 35

QUESTION 35: STAFF TRAINED IN PRESERVATION THROUGH FORMAL COURSES?

	Total	Academic	Public
NO	304	89	215
%	86	83	87
YES	25	11	14
%	7	10	6
DON'T KNOW	25	7	18
%	7	7	7
TOTAL RESPONDING	354	107	247

NOTE: There is no **Table 36**.

TABLE 37

QUESTION 37: DOES YOUR LIBRARY HAVE WRITTEN PROCEDURES FOR PRESERVATION?*

	Total	Academic	Public
CONTRACTS	7	3	4
%	2	3	2
REFORMAT IN MICRO	2	4	0
%	2	4	0
REPLACE DET. ORIG.	25	13	12
%	8	12	5
NONE OF THE ABOVE	282	80	202
%	86	75	91
OTHER	9	6	3
%	3	6	1
TOTAL RESPONDING	314	95	219

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 38

QUESTION 38: HAVE YOU HAD MATERIALS RESTORED BY A CONSERVATOR?

	Total	Academic	Public
NO	311	84	227
%	86	79	90
YES	19	13	6
%	5	12	2
DON'T KNOW	30	10	20
%	8	9	8
TOTAL RESPONDING	360	107	253

TABLE 39

QUESTION 39: WHAT IS THE NAME OF YOUR CONSERVATOR?

	Total	Academic	Public
ANKROM, JACK	1	1	0
BARROW LABORATORY	1	1	0
CINI BOOKBINDERS	1	1	0
DENNIS, ALEXANDRA	1	0	1
DOBBS BROS BINDERY	1	1	0
FREUND, JOHN	3	3	0
FRIEDLER, KITT	1	1	0
GILL, HORACE	1	0	1
JONES, BONNIE	1	1	0
KEESE, ERICH	1	1	0
MONASTERY HILL	1	1	0
MOUNT PLEASANT	1	1	0
NEDCC	1	0	1
RUZICKA, IVAN	1	1	0
SCHMITT, TOM	1	0	1
STATE LIBRARY	4	2	2
TOTAL RESPONDING	21	15	6

TABLE 40

QUESTION 40: HAVE YOU HAD A PRESERVATION SURVEY IN THE LAST FIVE YEARS?

	Total	Academic	Public
NO	324	88	236
%	91	84	94
YES	22	14	8
%	6	13	4
IN PROCESS	9	3	94
%	3	3	2
TOTAL RESPONDING	355	105	250

TABLE 41

QUESTION 41: DO YOU HAVE A WRITTEN DISASTER PREPAREDNESS PLAN?

	Total	Academic	Public
NO	170	53	117
%	47	50	46
YES	96	18	78
%	27	17	31
IN PROCESS	93	35	58
%	26	33	23
TOTAL RESPONDING	359	106	253

TABLE 42

QUESTION 42: DO YOU HAVE A SALVAGE PLAN?

	Total	Academic	Public
NO	190	55	135
%	53	52	54
IN PROCESS	87	33	54
%	24	31	22
YES	79	18	61
%	22	17	25
TOTAL RESPONDING	356	106	250

TABLE 43

QUESTION 43: DO YOU HAVE A WRITTEN PRESERVATION PLAN?

	Total	Academic	Public
NO	309	85	224
%	88	83	91
YES	11	6	5
%	3	6	2
IN PROCESS	30	12	18
%	9	12	7
TOTAL RESPONDING	350	103	247

TABLE 44

QUESTION 44: HAVE YOU EVER USED A PRESERVATION CONSULTANT TO SURVEY LIBRARY?

	Total	Academic	Public
NO	322	91	231
%	91	87	93
YES	13	9	4
%	4	9	2
DON'T KNOW	15	3	12
%	4	3	5
MIGHT IN FUTURE	4	2	2
%	1	2	1
TOTAL RESPONDING	354	105	249

NOTE: There is no **Table 45**.

TABLE 46

QUESTION 46: WHAT IS THE MOST IMPORTANT PART OF THE COLLECTION?

	Total	Academic	Public
REFERENCE	24.8	17.9	28.3
FLORIDA HISTORY	12.6	3.2	17.4
BOOKS	11.4	17.5	8.3
SERIALS/JOURNALS	7.2	16.2	2.6
SPECIAL COLLECTIONS	7.0	10.1	5.5
NON-FICTION	6.5	1.9	8.9
FICTION	5.8	0.2	8.7
A/V	5.6	8.4	4.2
RARE BOOKS/ARCH	5.0	11.1	1.9
CHILDRENS	3.2	0.2	4.6
MICROFILM	1.7	3.8	0.6
CLASSICS	1.2	0.6	1.5
GENEOLOGY	0.9	0.0	1.4
MUSIC SCORES	0.6	1.9	0.0
LARGE PRINT	0.6	0.0	0.8
SHELF LIST	0.4	0.4	0.4
VERTICAL FILE	0.4	0.0	0.6
OTHER	4.8	6.5	4.0

TABLE 47

QUESTION 47: WHAT IS YOUR MOST SERIOUS PRESERVATION PROBLEM?

	Total	Academic	Public
ENVIRONMENTAL CONTROL	17.1	23.5	13.5
BINDING/REBINDING	16.0	11.2	18.9
PATRON ABUSE	11.4	8.7	12.8
MOLD/MILDEW	11.1	11.2	11.0
DETERIORATION/AGE	8.1	6.6	9.0
BRITTLENESS	8.1	11.4	6.3
PESTS/INSECTS	5.3	7.3	4.2
DEACIDIFICATION	4.7	4.4	4.9
STORAGE	4.2	3.2	4.8
PRES/REPAIR RARE BOOKS	1.9	1.2	2.3
STAFF TRAINING/EXPERT	1.9	1.9	1.9
FUNDING	1.6	0.2	2.3
DISASTER PREPAREDNESS	1.6	2.4	1.1
A/V PRESERV/REPAIR	1.5	1.7	1.4
MICROFILMING	0.3	0.7	0.1
OTHER	4.9	4.4	5.2

TABLE 48

QUESTION 48: WHAT STEPS HAVE YOU TAKEN TO PROLONG THE LIFE OF MATERIALS?*

	Total	Academic	Public
IMPROVE ENVIRONMENT	139	55	84
%	40	51	35
STAFF TRAINING	108	34	74
%	31	32	31
NONE	102	22	80
%	30	21	34
UPGRADE REPAIR	100	26	74
%	29	24	31
UPGRADE BINDING	61	32	29
%	18	30	12
UPGRADE STORAGE	50	19	31
%	14	18	13
OTHER	24	6	11
%	7	6	7
TOTAL RESPONDING	345	107	238

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 49

QUESTION 49: DO YOU REGULARLY MONITOR THE ENVIRONMENT IN THE STACKS?

	Total	Academic	Public
NEVER	119	27	92
%	35	26	39
EVERY DAY	94	28	66
%	28	27	28
SOMETIMES	70	26	44
%	20	25	18
WEEKLY	38	15	23
%	11	15	10
MONTHLY	20	7	13
%	6	7	5
TOTAL RESPONDING	341	103	238

TABLE 50

QUESTION 50: WHICH MATERIALS NEED PRESERVATION TREATMENT?

	BOOKS	SERIALS	RARE BOOKS	ARCHIVES/ MANUSCRIPTS	PUBLIC RECORDS	NEWS-PAPERS	MAPS	ART-WORK	SUB TOTAL
ACID/BRITTLE PAPER	21	6	12	5	2	6	2		54
AGING	10	1	6	3		4		1	25
BINDING PROBLEMS	45	13	9	1	1		1		70
CLEANING			1						1
CLIMATE CONTROL			3	1	1				5
DEACIDIFICATION	6	2	6	7		2	4		27
ENCAPSULATION				2		1			3
HOUSING/STORAGE	1	2	3	1		1	3	1	12
INSECTS	3	3	1	1					8
LAMINATION				1	1		5	1	8
MENDING/REPAIR	20	4	3		1		1	1	30
MICROFORM REPLACEMENT		4	1	1	4	15	1		26
MOLD/MILDEW	16	1		1				1	19
MUTILATION/ VANDALISM	1	1							2
SCRATCHES									0
WEAR	6	5					1	1	13
YELLOWING				1		4			5
OTHER	2	1	6	3	2	5	2		21
TOTAL	131	43	51	28	12	38	20	6	329

TABLE 50 (Continued)

QUESTION 50: WHICH MATERIALS NEED PRESERVATION TREATMENT?

	BLUE-PRINTS	POSTERS	MICRO-FORMS	PHOTO-GRAPHS	SOUND-RECORDINGS	OTHER AV	COMPUTER MEDIA	OTHER MEDIA	TOTAL
ACID/BRITTLE PAPER		2							57
AGING	1		4	5	7	4			46
BINDING PROBLEMS									70
CLEANING			4		3	2			10
CLIMATE CONTROL			12	2	4	6	1	2	32
DEACIDIFICATION		1							28
ENCAPSULATION	1			1		2			7
HOUSING/STORAGE	2	2	6	9	3	5		2	41
INSECTS									8
LAMINATION		4							12
MENDING/REPAIR	1				4	9		1	45
MICROFORM REPLACEMENT			5						31
MOLD/MILDEW	1				3	1			24
MUTILATION/ VANDALISM									2
SCRATCHES			4		1	1			6
WEAR		2	2		6	3			26
YELLOWING									5
OTHER	1	3	3	2	1	4	1		36
TOTAL	7	14	40	19	32	37	2	6	486

TABLE 51

QUESTION 51: WHICH PRESERVATION PROBLEMS CAN'T BE MET BY YOUR LIBRARY?

	Total	Academic	Public
BINDING/REBINDING	17.2	16.7	17.7
DEACIDIFICATION	14.7	15.0	14.4
ENVIRONMENTAL CONTROL	10.8	20.0	4.1
MICROFILMING/REPAIR	8.9	10.2	7.9
ALL	6.2	0.0	10.6
A/V PRESERVATION/REPAIR	5.5	6.8	4.6
FUNDING	4.9	4.2	5.4
BRITTLENESS	4.3	4.9	3.8
DISASTER PREPAREDNESS	4.0	3.8	4.1
PATRON ABUSE	3.8	3.8	3.8
STORAGE	3.8	1.1	5.7
PRES/REPAIR RARE BOOKS	3.0	0.4	4.9
MOLD/MILDEW	3.0	2.6	3.3
STAFF TRAINING/EXPERT	2.7	1.5	3.5
PESTS/INSECTS	2.5	3.0	2.2
ENCAPSULATION	0.9	0.4	1.4
LAMINATION	0.6	0.7	0.5
DRY CLEANING	0.3	0.0	0.5
OTHER	2.4	3.4	1.6

TABLE 52-1

QUESTION 52-1: WHAT IS THE MOST SERIOUS PRESERVATION PROBLEM FACING THE COUNTY?

	Total	Academic	Public
ENVIRONMENTAL CONTROL	33	17	16
%	33	50	24
STAFF TRAINING/EXPERTISE	9	5	4
%	9	15	6
DISASTER PREPAREDNESS	9	2	7
%	9	6	11
BRITTLENESS	8	4	4
%	8	12	6
BINDING/REBINDING	8	0	8
%	8	0	12
PATRON ABUSE	7	2	5
%	7	6	7
MOLD/MILDEW	7	2	5
%	7	6	7
DEACIDIFICATION	5	1	4
%	5	3	6
FUNDING	4	1	3
%	4	3	5
PRES/REPAIR RARE BOOKS	3	0	3
%	3	0	5
MICROFILMING	2	0	2
%	2	0	3
STORAGE	2	0	2
%	2	0	3
PESTS/INSECTS	1	0	1
%	1	0	2
OTHER	2	0	2
%	2	0	3
TOTAL RESPONDING	100	34	66

TABLE 52-2

QUESTION 52-2: WHAT IS THE MOST SERIOUS PRESERVATION PROBLEM FACING THE REGION?

	Total	Academic	Public
ENVIRONMENTAL CONTROL	26	15	11
%	40	55	29
STAFF TRAINING/EXPERTISE	9	5	4
%	14	19	10
BRITTLENESS	6	2	4
%	9	7	10
DISASTER PREPAREDNESS	4	2	2
%	6	7	5
FUNDING	4	1	3
%	6	4	8
DEACIDIFICATION	3	0	3
%	5	0	8
PRES/REPAIR RARE BOOKS	3	0	3
%	5	0	8
BINDING/REBINDING	2	0	2
%	3	0	5
PESTS/INSECTS	2	1	1
%	3	4	3
MICROFILMING	1	0	1
%	2	0	3
PATRON MISUSE AND ABUSE	1	0	1
%	2	0	3
MOLD AND MILDEW	1	0	1
%	2	0	3
OTHER	3	1	2
%	5	4	5
TOTAL RESPONDING	65	27	38

TABLE 52-3

QUESTION 52-3: WHAT IS THE MOST SERIOUS PRESERVATION PROBLEM FACING THE STATE?

	Total	Academic	Public
ENVIRONMENTAL CONTROL	25	17	8
%	37	55	22
BRITTLENESS	10	4	6
%	15	13	16
DEACIDIFICATION	6	1	5
%	9	3	14
STAFF TRAINING/EXPERTISE	6	3	3
%	9	10	8
FUNDING	5	1	4
%	7	3	11
PRES/REPAIR RARE BOOKS	5	1	4
%	7	3	11
DISASTER PREPAREDNESS	4	3	1
%	6	10	3
PATRON ABUSE	1	0	1
%	1	0	3
MOLD/MILDEW	1	0	1
%	1	0	3
MICROFILMING	1	0	1
%	1	0	3
PESTS/INSECTS	1	0	1
%	1	0	3
BINDING/REBINDING	1	0	1
%	1	0	3
OTHER	2	1	1
%	3	3	3
TOTAL RESPONDING	68	31	37

TABLE 53

QUESTION 53: WHAT ARE THE PRESERVATION SERVICES IN WHICH YOUR LIBRARY WOULD BE INTERESTED?

	Total	Free	At Cost	Would Not Use
Consulting	301	195	57	49
%	100	65	19	16
Disaster assistance	310	104	197	9
%	100	34	63	3
Fumigation	278	74	129	75
%	100	27	46	27
Information	297	233	40	24
%	100	78	13	8
Mass deacidification	262	61	52	149
%	100	23	20	57
Newsletter	297	168	81	49
%	100	57	27	16
On-line searches	278	99	40	146
%	100	33	14	53
On-site training	292	146	102	43
%	100	51	35	15
Pres. microfilming	280	49	97	134
%	100	17	35	48
Referral	276	168	31	77
%	100	61	11	28
Training	273	52	107	114
%	100	19	39	42
Training materials	299	140	128	31
%	100	47	43	10
Treatment services	281	46	99	136
%	100	16	35	48
Workshops	300	150	118	32
%	100	50	39	11
Coordination	268	120	56	92
%	100	45	21	34
Other services	27	9	6	12
%	100	33	22	44

TABLE 53-1

PRIORITIES OF PRESERVATION SERVICES

Would Use	No.	Free	No.	At Cost	No.
DISASTER ASSISTANCE	301	INFORMATION	233	DISASTER ASSISTANCE	197
INFORMATION	273	CONSULTING	195	FUMIGATION	129
TRAINING MATERIALS	268	NEWSLETTER	168	TRAINING MATERIALS	128
WORKSHOPS	268	REFERRAL	168	WORKSHOPS	118
CONSULTING	252	WORKSHOPS	150	TRAINING	107
ON-LINE SEARCHES	249	ON-SITE TRAINING	146	ON-SITE TRAINING	102
ON-SITE TRAINING	249	TRAINING MATERIALS	140	TREATMENT SERVICES	99
NEWSLETTER	248	COORDINATION	120	PRES. MICROFILMING	97
FUMIGATION	203	DISASTER ASSISTANCE	104	NEWSLETTER	81
REFERRAL	199	ON-LINE SEARCHES	99	CONSULTING	57
COORDINATION	176	FUMIGATION	74	COORDINATION	56
TRAINING	159	MASS DEACID.	61	MASS DEACID.	52
PRES. MICROFILMING	146	TRAINING	52	INFORMATION	40
TREATMENT SERVICES	145	PRES. MICROFILMING	49	ON-LINE SEARCHES	40
MASS DEACID.	113	TREATMENT SERVICES	46	REFERRAL	31
OTHER	15	OTHER	9	OTHER	12

TABLE 54

QUESTION 54: WHAT IS THE MOST IMPORTANT SERVICE TO YOUR LIBRARY?

	Total	Academic	Public
DISASTER ASSISTANCE	23.3	22.3	23.7
WORKSHOPS	13.7	11.7	14.6
CONSULTING	11.5	12.5	11.0
TRAINING MATERIALS	11.0	7.4	12.7
ON-SITE TRAINING	10.5	7.0	12.1
INFORMATION	5.8	4.3	6.5
NEWSLETTER	4.0	5.5	3.4
FUMIGATION	3.7	4.9	3.2
PRES MICROFILMING	3.6	5.3	2.7
3-5 DAY TRAINING	3.6	6.3	2.3
MASS DEACIDIFICATION	2.5	5.3	1.2
TREATMENT SERVICES	2.4	2.3	2.4
STATE COOP PRES	1.7	1.0	2.0
REFERRAL TO EXPERT	1.7	2.3	1.5
ONLINE BIB SERVICE	0.2	0.2	0.3
OTHER	0.7	1.6	0.4

TABLE 55

QUESTION 55: DO YOU HAVE A BUDGET LINE DEVOTED TO PRESERVATION?

	Total	Academic	Public
NO	275	88	187
%	78	83	76
YES	46	15	31
%	13	14	13
DON'T KNOW	31	3	28
%	9	3	11
TOTAL RESPONDING	352	106	246

TABLE 56

QUESTION 56: DO YOU DEVOTE SOME FUNDS TO PRESERVATION?

	Total	Academic	Public
NO	131	29	102
%	49	36	54
YES	115	48	67
%	43	60	36
DON'T KNOW	21	3	18
%	8	4	10
TOTAL RESPONDING	267	80	187

NOTE: There is no **Table 57**.

TABLE 58

QUESTION 58: IS THE BUDGET ADEQUATE FOR PRESERVATION WORK?

	Total	Academic	Public
NO	87	35	52
%	47	55	43
YES	55	14	41
%	30	22	34
DON'T KNOW	43	15	28
%	23	23	23
TOTAL RESPONDING	185	64	121

TABLE 59

QUESTION 59: AREA SHORT OF FUNDS, BY PERCENT

	Total	Academic	Public
CONTRACT BINDING	26.0	21.9	30.0
PRESERVATION STAFF SALARIES	19.4	18.0	20.8
CONTRACT CONSERVATION SERVICES	15.1	21.9	8.5
PRESERVATION MICROFILMING	9.3	8.6	10.0
ENVIRONMENTAL MONITORING EQUIPMENT	9.3	9.4	9.2
REPAIR SUPPLIES	6.6	8.6	4.6
ALL	5.8	4.7	6.9
REPAIR EQUIPMENT	5.4	7.8	3.1
OTHER	3.1	3.9	2.3

TABLE 60

QUESTION 60: DO YOU HAVE A PRESERVATION DEPARTMENT?

	Total	Academic	Public
NO	331	96	235
%	97	93	98
YES	11	7	4
%	3	7	2
TOTAL RESPONDING	342	103	239

NOTE: There are no **Tables 61** and **62**.

TABLE 63

QUESTION 63: DOES YOUR LIBRARY HAVE A PRESERVATION COMMITTEE?

	Total	Academic	Public
NO	336	98	238
%	97	92	99
YES	11	8	3
%	3	8	1
TOTAL RESPONDING	347	106	241

NOTE: There are no **Tables 64** and **65**.

TABLE 66

QUESTION 66: DOES YOUR LIBRARY HAVE A CONSERVATION LABORATORY?

	Total	Academic	Public
NO	313	88	225
%	91	86	93
YES	9	8	1
%	3	8	0
DON'T KNOW	21	6	15
%	6	6	6
TOTAL RESPONDING	343	102	241

TABLE 67

QUESTION 67: IS THE LABORATORY UNDER CONTROL OF THE LIBRARY?

	Total	Academic	Public
NO	10	2	8
%	47	28	80
YES	9	8	1
%	43	73	10
DON'T KNOW	2	1	1
%	10	9	10
TOTAL RESPONDING	21	11	10

TABLE 68

QUESTION 68: WHO CONTROLS THE LABORATORY?

	Total	Academic	Public
SPECIAL COLLECTIONS LIBRARIAN	1	0	1
%	50	0	100
MAIN LIBRARY	1	1	0
%	50	100	0
TOTAL RESPONDING	2	1	1

TABLE 69

QUESTION 69: DO YOU HAVE EQUIPMENT THAT MAY BE USED FOR PRESERVATION?

	Total	Academic	Public
NO	252	66	186
%	74	65	77
YES	62	31	31
%	18	31	13
DON'T KNOW	27	4	23
%	8	4	10
TOTAL RESPONDING	341	101	240

TABLE 70

QUESTION 70: WHAT EQUIPMENT DO YOU HAVE?*

	Total	Academic	Public
LAMINATOR	46	22	24
%	43	43	42
BOOK-BINDING EQUIPMENT	21	7	14
%	19	14	25
CREASING MACHINE	6	3	3
%	6	6	5
FUMIGATION CHAMBER	6	5	1
%	6	10	2
ENCAPSULATOR	5	3	2
%	5	6	4
FREEZER	4	1	3
%	4	2	5
OTHER	20	10	10
%	19	20	18
TOTAL RESPONDING	81	34	47

*These percentages reflect only those libraries that selected a specific answer. The percentages do not equal 100% because any library could choose more than one answer.

TABLE 71

QUESTION 71: IS THE EQUIPMENT UNDER THE CONTROL OF THE LIBRARY?

	Total	Academic	Public
YES	74	33	41
%	84	85	84
NO	10	6	4
%	11	15	8
DON'T KNOW	4	0	4
%	5	0	8
TOTAL RESPONDING	88	39	49

TABLE 72

QUESTION 72: WHO CONTROLS THE EQUIPMENT?

	Total	Academic	Public
ADMINISTRATION	2	0	2
%	15	0	50
PEST CONTROL OFFICE	2	2	0
%	15	22	0
COLLEGE	2	2	0
%	15	22	0
INSTRUC MEDIA CENTER	2	2	0
%	15	22	0
COUNTY	1	0	1
%	8	0	25
VOLUNTEER	1	0	1
%	8	0	25
COLLEGE BOOKSTORE	1	1	0
%	8	11	0
AV DEPT	1	1	0
%	8	11	0
RESEARCH DEPT	1	1	0
%	8	11	0
TOTAL RESPONDING	13	9	4

TABLE 73

QUESTION 73: WOULD YOU ALLOW OTHER LIBRARIES TO USE THE EQUIPMENT?

	Total	Academic	Public
YES	12	4	8
%	14	24	18
NO	44	24	20
%	53	48	44
DON'T KNOW	28	11	17
%	33	28	38
TOTAL RESPONDING	84	39	45

TABLE 74

QUESTION 74: DO YOU NEED ACCESS TO SUCH EQUIPMENT?

	Total	Academic	Public
YES	82	31	51
%	27	34	24
NO	121	27	94
%	40	30	44
DON'T KNOW	102	33	69
%	33	36	32
TOTAL RESPONDING	305	91	214

TABLE 75

QUESTION 75: WHAT EQUIPMENT DO YOU NEED?

	Total	Academic	Public
BOOK-BINDING EQUIPMENT	45	12	33
%	21	14	25
CREASING MACHINE	22	11	11
%	10	13	8
FREEZER	39	17	22
%	18	20	17
FUMIGATION CHAMBER	35	16	19
%	16	19	14
LAMINATOR	39	10	29
%	18	12	22
ENCAPSULATOR	26	12	14
%	12	14	11
OTHER	12	7	5
%	6	8	4
TOTAL RESPONDING	91	35	56

TABLE 76

QUESTION 76: WOULD YOU PURCHASE SUCH EQUIPMENT IN COOPERATION WITH OTHERS?

	Total	Academic	Public
YES	66	30	36
%	21	30	17
NO	111	28	83
%	35	28	38
DON'T KNOW	140	42	98
%	44	42	45
TOTAL RESPONDING	317	100	217

TABLE 77

QUESTION 79: WHAT TYPE IS YOUR LIBRARY?

	Total	Academic	Public
ARL	5	5	0
%	1	5	0
ARL BRANCH	12	12	0
%	3	11	0
UNIVERSITY (NON ARL)	14	14	0
%	4	13	0
UNIVERSITY (NON ARL) BRANCH	6	6	0
%	2	6	0
COLLEGE	15	15	0
%	4	14	0
COLLEGE BRANCH	1	1	0
%	0	1	0
COMMUNITY COLLEGE	23	23	0
%	7	22	0
COMMUNITY COLLEGE BRANCH CAMPUS	18	18	0
%	5	17	0
PUBLIC LIBRARY HEADQUARTERS	41	0	41
%	12	0	17
PUBLIC LIBRARY INDEPENDENT	56	0	56
%	16	0	17
PUBLIC LIBRARY BRANCH	137	0	137
%	39	0	55
ACADEMIC/PUBLIC BRANCH	2	0	2
%	1	0	1
OTHER	23	11	12
%	7	10	5
TOTAL RESPONDING	353	105	248